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ABSTRACT

This K-12 reading curriculum for exceptional child education is arranged in a format comparable to the general education curriculum, and is sequenced in the order in which most children learn. The curriculum begins with a list of 123 objectives of the reading program. The objectives cover the areas of perceptual skills, word attack, structural analysis, comprehension, and braille reading. Major steps in the task analysis of each objective are listed, along with activities, materials, and resources for each step. Appendices, which make up about half of the document, contain handout sheets on such topics as spelling rules, parts of speech, vowel and consonant sounds, suffixes and prefixes, capitalization and punctuation rules, etc. A resource list of books, cards, duplicating masters, games, kits, tapes, and other materials is also appended. (JDD)

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Exceptional Child Education Curriculum K-12: Reading

1984

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: READING

1984

JEFFERSON COUNTY PUBLIC SCHOOLS

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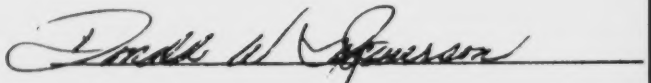
SUPERINTENDENT'S MESSAGE

The Jefferson County Public Schools is dedicated to setting and achieving a standard of educational excellence for all students whom the system serves.

This standard responds to three interfacing documents, the Jefferson County Public Schools' Philosophy of Education which promotes self-realization in a free society, the Learner Goals which proclaim the community's educational values, and the District Comprehensive Educational Plan which provides the Board of Education's commitment of resources.

Providing this standard of educational excellence is an ongoing and evolving process of assessment, development, and evaluation. It is professionals attending the cognitive and affective needs of the students. It emphasizes curriculum and curriculum-related processes.

The school system uses feedback and evaluation data, including professional staff opinion and test scores to identify programmatic needs and to assess the achievement of stated objectives. Since curriculum development is characterized by continuous change and adaptation, we urge all interested persons to make their concerns known, thus ensuring continuing community input.



Donald W. Ingwerson, Ed.D., Superintendent
Jefferson County Public Schools

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JEFFERSON COUNTY PUBLIC SCHOOLS PHILOSOPHY

WE BELIEVE . . .

That each person is of worth, is endowed with human dignity, is unique, and is entitled to respect as an individual.

That self-realization, self-discipline, quality in human relationships, and appreciation for one's cultural heritage are essential to the full development of the individual.

That the contributions of our diverse backgrounds--racial, ethnic, religious, social, economic, and political--are essential to the strength and richness of our society.

That the correlation of these backgrounds in our school system, both in curriculum and in practice, is necessary and essential to quality education.

That the freedoms guaranteed by the Constitution of the United States and by the Bill of Rights are essential to a democratic society and that all persons need to understand both the privileges and the responsibilities of citizenship.

That since we live in a changing world, all persons need to be prepared to meet, evaluate, and adjust to change creatively and intelligently.

That effective education comes from a responsible and mutual effort on the part of the school, the church, the family, and the community-at-large. This includes sharing in the determination of goals and in providing necessary resources.

That the school, student, family, and the community-at-large need to realize the significant role played by the other in the educative process.

That the public school is a fundamental part of our tradition and has a responsibility to the individual and the society in which we live.

WE BELIEVE THAT IT IS THE GOAL OF OUR SCHOOLS . . .

To provide education at the earliest appropriate age and to seek and identify the needs of each individual student on a continuing basis.

To provide the necessary tools and incentives to assure each student the highest quality of education.

To provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potentials intellectually, economically, socially, culturally, and physically.

To provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received.

To provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties, and student bodies.

WE BELIEVE . . .

That the philosophy of education of the Jefferson County Public Schools must be regularly reevaluated by the schools, students, parents, and the community-at-large.

x

ERIC 14

BOARD OF EDUCATION GOALS

Staff will continue the commitment to provide an improved quality educational program and an integrated school system.

Students will master basic skills which include the areas of vocational, artistic, and computer education.

Employees' performance and job skills will be evaluated and the staff will be recognized for improved efficiency, productivity, and contributions.

Public information and community programs will be based on a comprehensive plan of open and honest communication to enhance community ownership.

Staff will operate a cost-effective school system designed around student needs.

EXCEPTIONAL CHILD EDUCATION PHILOSOPHY AND GOALS

The Jefferson County Public Schools is committed to providing a high quality education for handicapped students. Exceptional Child Education (ECE) programs are designed to meet the needs of students whose approach to learning is different from that of their peers. ECE students use the curriculum and materials of the general education program whenever appropriate, but have access to special instructional techniques and materials as necessary. The ECE curriculum parallels many areas of the general education curriculum, emphasizing certain skills and adding others to meet the needs of the exceptional learner. ECE programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living.

PURPOSE AND USE OF THE GUIDE

The purpose of the Exceptional Child Education Curriculum K-12 is to facilitate teaching, and, therefore, learning, by providing a foundation of information and skills to be presented. The curriculum guides provide a framework of instruction for the exceptional learner. Each learner's specific needs should determine the curriculuar strands needed for successful progress. Activities, materials, and resources suggested to teach the steps of each objective are provided but neither they, nor the objectives themselves, are intended to be the total learning experience for any student. Rather, the guide should be viewed as a point of origin for instruction with embellishments and refinements to be added by each Exceptional Child Education teacher. It is expected that Exceptional Child Education teachers will use the information within this guide to provide a consistent district-wide structure to teaching pupils with special needs. However, each teacher's unique instructional style, and the documented needs of students will contribute to the creation of a total environment conducive to learning.

The sequence in which skills are addressed and the amount of time devoted to an area will vary according to the needs of individual students and the goals established on their Individual Education Programs. Whenever possible, however, it is recommended that units of study in such content areas as science and social studies follow the general scope and sequence of the regular program. ECE teachers are also strongly encouraged to use general education curriculum guides as instructional resource materials.

Each subject within the Exceptional Child Education curriculum has been arranged in a format comparable to the subjects in the general education curriculum. Identifying phrases listing the subject, strand, and learning head each page. Vocabulary words are listed, usually on each page. Major objectives proceed down the left side of the page, usually in a sequential order. Major steps in the task analysis of each objective are listed in the center of the page, while activities, materials, and resources for each step (or, in some cases, for each objective) are aligned on the right side of each page.

Major objectives are keyed to the general education curriculum by denoting the grade levels at which these skills are introduced (I), mastered (M), reinforced (R), or tested (#). Some objectives are also keyed to the proficiency objectives with the grade level presented first (3:4) or (8:15). Assessment instruments such as the Brigance Diagnostic Inventory of Essential Skills and the KeyMath Diagnostic Arithmetic Test are indicated. Grade levels are recommended for student materials: E = elementary schools, M = middle school and H = high school. Teaching materials are coded as T. Teaching materials appropriate to only certain age students are dually coded, e.g., "T--E, M," indicates materials appropriate for use by a teacher who is working with elementary or middle school students.

SCOPE AND SEQUENCE

Scope

The reading curriculum has been developed for use with students who have learning problems. If ECE students are able to advance appropriately within the general education reading curriculum, they do not need special materials or teaching procedures. Most ECE students, however, do not independently compare, categorize, transfer, and generalize information. It is therefore necessary to structure their instructional programs so that they are able to learn, retain, and consistently perform these mental functions.

Reading skills have been organized into clusters. Teachers may need to extend the task analysis within areas that give rise to problems for individual students. Recommended programs and materials reflect an emphasis on the phonetic and linguistic structure needed by handicapped learners and provide practice in comprehension and thinking skills.

Sequence

Components of the reading curriculum are sequenced, as nearly as possible, in the order in which most children learn. Undeniably, students with learning problems often manifest uneven areas of cognitive development; those who are judged to be normal demonstrate wide differences in learning rate and acquisition. The sequence within the ECE reading curriculum reflects steps in learning to read in a structured order. Each teacher will employ his/her professional knowledge of individual exceptional students to select optimal times for introducing components of the curriculum into the students' learning program. Assessments such as the CTBS and the JCPS Proficiency Tests, the KeyMath, and Woodcock Reading Tests provide normed scores. Other tests, including the Brigance, are criterion referenced. Teachers will be able to assess skills more specific to their instructional objectives by using informal assessments and teacher-made tests. It is the goal of ECE teachers to attempt, working within the parameters of the students' skill levels, to move them along a continuum of mastery learning that approximates that of students in the general education program.

OBJECTIVES

1. Identifies likenesses and differences relative to shape, size, and/or color.
2. Identifies minor differences within a series of complex patterns and pictures.
3. Finds letter/numeral that matches stimulus letter/numeral.
4. Identifies environmental sounds.
5. Identifies three spoken words as identical or different.
6. Identifies minimal differences in medial sounds of spoken words.
7. Identifies left and right sides of own body.
8. Places self in designated position relative to a given object.
9. Follows material on page in correct directional sequence.
10. Demonstrates spatial awareness of self in relationship to objects.
11. Makes approximations of distance based on experience.
12. Makes approximations of time based on experience.
13. Describes object that has been removed from sight.
14. Describes missing element(s) in familiar picture or word.
15. Verbalizes a sequence of letters or unfamiliar word that has been removed from sight.
16. Recalls names of familiar persons and objects.
17. Sings songs using correct wording and approximate melody.
18. Recites alphabet, word lists, numerals, and directions.

19. Arranges objects to match a given sequence.

20. Reproduces sequence of similar objects using parameters of color, size, and shape.

21. Puts pictured events into sequence.

22. Follows pictorial directions.

23. Follows simple diagrams or maps.

24. Identifies traffic signals/symbols, international signs/symbols.

25. Matches upper-case and lower-case letters.

26. Arranges letters in alphabetical sequence.

27. Identifies letters as consonants or vowels.

28. Makes sound(s) of each single consonant letter.

29. Makes sound of each consonant blend.

30. Makes sound of each consonant digraph.

31. Makes sound(s) of each long and short vowel.

32. Makes sound of each vowel digraph.

33. Makes sound of each vowel diphthong.

34. Recognizes and reads CVC or VC syllables with and without final e.

35. Recognizes and reads CVR, CVC-le, and CV syllables.

36. Applies appropriate phonetic rules.

37. Reads selected survival words.

38. Reads words that cannot be decoded phonetically.

39. Reads signs important to daily living.

40. Identifies words that rhyme.

41. Chooses a rhyming word to complete a couplet.

42. Selects a word that rhymes with a written word.

43. Uses pictures to assist in word identification.

44. Uses sentence meaning to help identify unknown word.

45. Uses paragraph to infer specific meaning of word with multiple definitions.

46. Reads sentence orally.

47. Reads passage or paragraph orally with no mistakes.

48. Reads poems and dialogue orally.

49. Identifies singular and regular plural words in reading selection.

50. Selects regular singular/plural form to fit context.

51. Identifies irregular plural forms of words.

52. Identifies contractions.

53. Matches contracted and expanded forms of words.

54. Applies general rule for making contractions.

55. Identifies singular possessives.

56. Identifies plural possessives.

57. Identifies persons referred to by possessive words.

58. Identifies compound words.

59. Selects component words to form compound words.

60. Uses compound words in oral and written form.

61. Identifies roots of familiar affixed words.

62. Identifies words and their variant meanings with suffixes.

63. Identifies words and their variant meanings with prefixes.

64. Selects verb with the inflected ending (ing, ed, s, es) that fits sentence context.

65. Reads orally ed endings with t, d or ed sound.

66. Selects comparative/superlative form to fit context.

67. Looks at pictures for information.

68. Makes literal inferences from pictures.

69. Extrapolates from picture what has happened and what could happen.

70. Identifies objects, places, persons by correct labels.

71. Identifies and correctly uses homonyms, antonyms, and synonyms.

72. Applies knowledge of word meanings to understanding of written language.

73. Matches illustration to a story that has been read aloud.

74. Analyzes information presented orally.

75. Evaluates information presented orally.

76. Tells main idea of a story.

77. Identifies details that support main idea of selection.

78. Identifies similar themes in different stories.

79. Identifies major events in a simple story.

80. Identifies beginning, middle, and end of story.

81. Identifies implied sequence in a narrative.

82. Makes a statement that summarizes a short reading selection.

83. Summarizes information presented in a variety of formats.

84. Summarizes information from a variety of literary forms.

85. Discusses possible effects of a given cause.

86. Identifies possible cause of given effect.

87. Identifies chain of events leading to ultimate action.

88. States ideas inferred from stories.

89. Identifies clues to support given inferences.

90. Identifies inferential statements in reading selections.

91. Gives physical description of characters based on story.

92. Describes personalities of characters in reading selection and gives reasons to support conclusions.

93. Discusses feelings/attitudes evoked in reader by traits/actions of story characters.

94. Describes plausible conclusions based on given facts.

95. Predicts outcome of "if . . . then" situations in daily life.

96. Predicts outcome of hypothetical situation in reading selection.

97. Identifies pictures as real or make-believe.

98. Explains why a described situation is real or fanciful.

99. Identifies fact/opinion statements in reading selection.

100. Selects picture or sentence that represents a given simile.

101. Identifies meaning of figures of speech.

102. Interprets meanings of idiomatic expressions in reading selections.

103. Describes differences in persons or situations in reading selections.

104. Describes similarities among objects, personalities, or situations in reading selections.

105. Compares/contrasts reading materials within various subject areas.

106. Compares/contrasts intent of reading materials within a subject area.

107. Follows simple one- or two-word written directions.

108. Follows written directions in a sentence.

109. Follows more complex written directions in a paragraph.

110. Identifies fine similarities/differences in texture of objects

111. Traces left (L) to right (R) across page with fingers.

112. Uses APH Tactual Discrimination work sheets.

113. Tracks left-right (L-R) top to bottom, using correct hand positions.

114. Recognizes one-cell upper word signs.

115. Reads one-cell lower part word and lower whole word signs.

116. Reads short form words.

117. Reads appropriately sentences using periods, question marks, or exclamation marks.

118. Identifies punctuation marks within sentences.

119. Identifies letter signs and double capital signs in brailled materials.

120. Identifies # sign and numerals in brailled materials.

121. Reads simple sentences using upper-part word signs.

122. Reads dots 5, 4-5, 4-5-6, two-cell whole word letter signs in a sentence.

123. Reads braille sentences smoothly.

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Discrimination COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
1. Identifies likenesses and differences relative to shape, size, and/or color. (K:I-M) LAP--CM7, CM8 Brigance (yellow)--G2, G3, G7 Brigance (green)--A-13, A-14	1. Matches objects of like color. 2. Matches shape to given example. 3. Chooses object upon oral direction ("find the big one"). 4. Sorts objects according to one attribute. 5. Sorts objects according to two or more attributes. 6. Explains likenesses and differences relative to shape, size, and/or color.	Students go around the room, each choosing an object of the stated color, and place it on the table. Have students cut from magazines pictures that show stated shape. Direct students in attribute games; sort all blocks/balls/squares (red, striped). Give directions similar to the following: Sort all blue squares, striped circles. Sort all small, fuzzy circles; all large green squares. For older students: sort all vehicles that are used for recreation, or all farm animals that are used for food.	Attribute Games. AGS. Beads and Blocks. DLM. Parquetry blocks Magazines Filmstrips (E) Games Without Words. (T) Duplicating Masters: Visual Discrimination. Jefferson County Public Schools. SER (Specific Expectations in Reading), Word Attack, Levels 1, 2, 4.

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Discrimination COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
2. Identifies minor differences within a series of complex patterns and pictures. LAP--CM9, CM10, CM15, CM21, Brigance--Green: A-14, A15	1. Chooses a picture just like the example from a series of similar pictures with gross differences. 2. Chooses a picture just like the example from a series of similar pictures. 3. Chooses the one that is least like the others from three pictures of similar shapes/patterns. 4. Verbalizes specific differerences in two pictures, e.g., The tree has green leaves. The tree has red leaves. The dog is chasing the cat. The cat is chasing the dog.	Show two circles (of different sizes) and one oval. Show the student pictures of two bicycles, one motor bike, two claw hammers, one sledge hammer.	Visual Discrimination Cards. DLM (E). Dunn and Smith. Peabody Language Development Kits. AGS. (E) Visual Discrimination Materials. Continental Press. (E) Picture books, magazines

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STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Discrimination COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
3. Finds letter/ numeral that matches stimulus letter/numeral. (K:I-M) LAP--CM19 Brigance (Yellow)-- H4, H5	1. Matches lower-case letters to visual stimulus. 2. Matches numeral to visual stimulus. 3. Matches upper-case letters to visual stimulus.	Show student stimulus letter and have him/her circle all letters on page that match the stimulus. Show stimulus letter and have student touch the key on a typewriter or computer keyboard that matches stimulus.	Flash cards (E) Foam letters and numbers (E) Magnetic letters and numbers (E) Work sheets JCPS. SER, Word Attack, Levels 1, 2.

STRAND Perceptual Skills SUBJECT Reading

LEARNING Auditory Discrimination COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
4. Identifies environmental sounds. (K:I)	1. Hears environmental or human sounds and responds by ceasing other activities. 2. Attends to environmental or human sounds until the termination of the stimuli. 3. Hears and identifies sounds by saying name of thing making the sound.	Use a signal, e.g., clap hands. Teach the students to stop what they are doing when they hear the signal. Blindfold a student; use different sound stimuli. Have the student name the thing making the sound.	Tape: Auditory Discrimination Tapes. Familiar Sounds. DLM. (E) Chairs, music, piano, records, tape player, radio Blindfold Objects that make sounds: bell, drum, slamming door, scraping chair Tape: Identifying Familiar Sounds. Educational Insights. (E)
5. Identifies three spoken words as identical or different. (I:M) Brigance (Yellow)--I-1	1. Listens to two words; indicates whether they are the same or grossly different. 2. Hears three words and indicates if they are the same or grossly different. 3. Hears two words; indicates if they are the same or minimally different.	Using a tape recorder or magnetic tape card reader, record three words--two of which are the same, e.g., "ball, ball, bell." The student indicates on answer sheet which one was different.	Tape recorder or magnetic tape card reader, answer sheet

STRAND Perceptual Skills SUBJECT Reading

LEARNING Auditory Discrimination COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
6. Identifies minimal differences in medial sounds of spoken words. (K:I, 1:M) Brigance (Green)-- B-3, B-4 Brigance (Red)-- E-1, E-2, E-3, E-4, E-5, E-6	1. Identifies differences in initial sounds. 2. Identifies differences in ending sounds. 3. Identifies differences in medial sounds. 4. Identifies differences in initial, medial, and ending sounds.	Say two words such as hat and hot; student indicates that the medial sounds are different. Read to the student a list of words having different sounds in the initial, medial, or final position. The student circles 1, 2, or 3 on an answer sheet indicating where the sound is different. Example: top/hop (1) 2 3	List of words, answer sheet

STRAND Perceptual Skills SUBJECT Reading

LEARNING Directionality COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
7. Identifies left and right sides of own body. LAP--LC25	1. Identifies preferred hand--left or right. 2. Indicates preferred side 3. Responds correctly when asked to point to or to raise right hand or left hand. 4. Responds "right or left" when body part is touched.	If student is confused about left and right, tie a string around the indicated hand, place a colored chip in her/his hand, or stamp the hand.	Krone, et al. Music Round the Town. "Looby Loo." Learning Arts. (E) Kit: Distar Language. Level 1. SRA. (E)
8. Places self in designated position relative to a given object. Brigance (Yellow)--F5 Brigance (Green)--A5	1. Responds to command involving "front, back, beside, next to." 2. Responds to command involving "left of" and "right of."	Using picture cards illustrating different "location" prepositions, ask the students to find the cards that show in, on, above, under, near, in front of. Name a location and have the students draw their own pictures. Play "Simon Says" using directional activities. For example, Simon says, "Put your right hand on your right shoulder."	Duplicating Masters: Directionality. Frostig Materials. (E)

STRAND Perceptual Skills SUBJECT Reading

LEARNING Directionality COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
9. Follows material on page in correct directional sequence. (K:I, #, 1:R, #) Brigance (Yellow)--H, 1	1. Follows an arrow printed on a page from left to right. 2. Touches words in sequence from left to right. 3. Demonstrates ability to track pictures/print with finger/hand from right side of page to next line on left side of page. 4. Reads from left to right, top to bottom with proper eye movements and minimal tactile input.	Provide felt-tip marker. Have student mark over lines of print in left to right top to bottom direction.	Old magazines, newspapers, books, felt-tip markers

STRAND Perceptual Skills SUBJECT Reading

LEARNING Spatial/Temporal Concepts COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
10. Demonstrates spatial awareness of self in relationship to objects. Brigance (Yellow)--Gross Motor Skills and Behaviors	1. Avoids bumping into objects.	Construct a classroom maze using desks and chairs. Have students run (walk) maze. Time each walk. Allow points for improved time. Subtract points for objects touched. Keep charts to record progress.	Timer, stop watch
	2. Walks down stairs without falling.	Have students step or jump in and out of circles on ground.	Circles drawn with chalk; old bicycle or automobile tires, tubes
	3. Walks up stairs without stubbing toes.	Play "Pin the Tail on the Donkey."	
	4. Sits down on appropriate spot on chair.	Play musical chairs/fruit basket game.	
	5. Picks up objects with grasping devices.	Have students pick up cotton with tweezers. (Use grasping device and piece of cloth for students with undeveloped motor coordination.)	Kitchen devices for grasping, lifting; tweezers, cotton balls, cloth

STRAND Perceptual Skills SUBJECT Reading

LEARNING Spatial/Temporal Concepts COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	6. Pours liquids without spilling.	Have students pour water, sand, rice from one container to another, gradually changing container sizes. Provide opportunities for students to pour liquids for everyday activities, e.g., milk break, watering plants, art activities.	Plastic containers of various sizes
11. Makes approximations of distance based on experience.	1. Estimates distance between two objects in standard or metric units.		Reference charts Familiar objects
	2. Estimates distance between two places in units of city blocks.	Use locations familiar to students.	Picture maps
	3. Estimates distance between two locations in units of miles or kilometers.	Have students use a map to estimate distance between two cities.	State maps or road maps

STRAND Perceptual Skills

SUBJECT Reading

LEARNING Spatial/Temporal Concepts

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
12. Makes approximations of time based on experience.	1. Estimates amount of time in minutes needed to perform common tasks. 2. Estimates number of hours involved in a more complicated task, e.g., painting a room. 3. Estimates time (day or weeks) involved in major projects.	Have students predict amounts of time needed to do assignments, play a game, draw a picture, eat a cupcake.	

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Memory COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
13. Describes object that has been removed from sight.	1. Indicates one attribute of an object which has been hidden, e.g., shape.	Present colored object for 15 seconds. Remove object and show chips of different colors. Have student select chip matching color of object.	Games: Color and Shape Memory Game. DLM. (E) Concentration Game. Milton Bradley. (E,M,H)
	2. Indicates two or more attributes of an object which has been hidden.	Play "Eyewitness." Adult or student enters room. Students observe person. After a period of time, ask students questions about the person's appearance, voice, mannerisms. Note: A TV program can be used in the same way.	Visual Matching. DLM. (E)
	3. Describes object which has been hidden from sight for five minutes.		
	4. Describes an object which has been hidden from sight for two hours.		

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Memory COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
14. Describes missing element(s) in familiar picture or word. LAR--LN17	1. Indicates the obvious things which are missing in pictures. 2. Indicates letters that are missing in known words.	Show pictures of familiar items with obviously missing parts and ask students to tell what is missing.	Teacher-made pictures
15. Verbalizes a sequence of letters or unfamiliar word that has been removed from sight.	1. Rearranges a sequence of three letters after they have been removed from sight for five seconds.	Present a tray of common objects and show to students for appropriate period of time. Remove tray and ask students to recall objects on tray by-- matching to pictures naming describing writing.	Kit: DISTAR Language. Level II. SRA. (E)

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Memory COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Chooses correct sequence from a field of at least three combinations of letters and/or numbers.	Present a printed sequence of letters for five seconds. Have student identify the sequence by making his/her choice from a field of three: one correct, two incorrect.	Teacher-made duplicated sheets
	3. Writes a sequence of letters or numbers after it has been removed from sight.		
	4. Writes unfamiliar word after looking at it for at least 30 seconds.		
	5. Writes unfamiliar word after looking at it for ten seconds.		

STRAND Perceptual Skills SUBJECT Reading

LEARNING Auditory Memory COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
16. Recalls names of familiar persons and objects. Brigance (Yellow)--Pre-speech Section E	1. Recalls names of mother and father (momma, daddy). 2. Recalls names of familiar things or objects (e.g., dog, bottle, spoon, foods, toys). 3. Recalls names of persons other than immediate family members (friends, aunts, cousins).	Play "Going Shopping." Tell student several things to buy. (S)he then chooses these items from a play store.	Kit: Distar Language. Kit I.--SRA. (E) Auditory Memory Tapes--DLM. (E)
17. Sings songs using correct wording and approximate melody. Brigance (Yellow)--F10	1. Reproduces rhythmic patterns. 2. Repeats simple nursery rhymes. 3. Sings nursery rhymes, e.g., "The Farmer in the Dell." 4. Sings jingles and songs from radio and television.	Hand jive. Using a drum or a rhythmic instrument, tap out a rhythm and have the student imitate it with a similar instrument or by clapping.	Records, tapes
18. Recites alphabet, word lists, numerals, and directions. Brigance (Yellow)--H3 Brigance (Green)--A18, 19, 20 Brigance (Red)--F-1	1. Sings the Alphabet Song. 2. Recalls a list of five words. 3. Recalls a list of five numerals. 4. Recites alphabet by rote.	Play "Stop and Go." Have one student begin reciting; hold up a stop sign. Have the next student begin when the go sign appears.	Alphabet Song. Sesame Street Electric Company. (See TV listings.) JCPS. SER, Word Attack, Level 3.

STRAND Perceptual Skills SUBJECT Reading

LEARNING Auditory Memory COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Recites alphabet/numerals from various starting points (e.g., N-OPQR) without going back to the beginning.		
Brigance (Green)--H-2,3	6. Recalls and repeats a set of directions.	Play "Going to Grandma's." One student starts by saying, "I'm going to Grandma's and I'm taking an apple." Each student follows with the previous list and adds to it by naming an object that begins with the next letter of the alphabet. Have students recite from memory their phone numbers, house numbers. Have students repeat directions on how to get to a friend's house or local store, park, laundry.	Platts, Mary E., et al. Spice: Suggested Activities to Motivate the Teaching of the Language Arts. Educational Service, Inc., 1960, "Listen." (T-E, M, H)

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Sequencing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
19. Arranges objects to match a given sequence.	1. Places two objects in a sequence to match two other objects.	Model setting a place at the table (in sequence) and have students repeat activity.	Toys, objects, pictures
	2. Places three objects in a sequence to match three pictures of objects.	Have students repot a plant by following pictorial directions in correct sequence.	Potbound plant, new plant, dirt, tools for potting plants
20. Reproduces sequence of similar objects using parameters of color, size, and shape.	1. Places objects in a sequence according to colors of visual stimulus.	Have the student string beads according to a sequence which has been drawn on the chalkboard or shown on a commercial or teacher-prepared card.	Equipment: Multi Variant Sequencing Beads. Bead Pattern Cards. DLM. (E)
	2. Places objects in sequence according to color and shape of visual stimuli.		Filmstrips (e.g., Pal) (E, M, H)
	3. Places objects in sequences according to color, shape, and size.		Wolff, Sydney, and Wolff, Carol. Games Without Words: Activities for Thinking Teachers and Thinking Children. Chas. C. Thomas, 1977. (T)

STRAND Perceptual Skills SUBJECT Reading

LEARNING Visual Sequencing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
21. Puts pictured events into sequence.	1. Puts two pictures in first-last sequence.	Take a field trip and have students illustrate with paint or crayon drawings one of their observations of the trip. Display the pictures. Ask which event happened first, second, last.	JCPS. Learning Difficulties Reading. Level 1. (E, M) JCPS. SER-Comprehension, Level 1.
	2. Puts three or more pictures in proper sequence, providing verbal rationale.	Cut out comics such as "Garfield" or "Nancy"and have students arrange them sequentially while explaining what is happening.	Sequees Puzzles Judy. (E) Frostig, Marianne. Frostig Program Revised. Modern Curriculum Press. (E)
		Get an illustrated manual for appliance repair. Cut up and change order of pictures. Have student replace pictures in proper sequence.	Out-of-use appliance manuals, directions for use (M, H)
		Have students sequence a series of pictures of historical events.	

STRAND Word Attack SUBJECT Reading

LEARNING Pictorial Directions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
22. Follows pictorial directions. (K:I)	1. Performs proper activities as indicated by pictorial direction, e.g., scissors--cut; crayon--color; pencil--draw.	Prepare daily work sheets including pictorial directions.	Peabody Rebus Reading Program. AGS. (E) Rush, Mary L. Language of Directions: A Programmed Workbook. Alexander Graham Bell Association for the Deaf, 1977. (T)
		Have students put together model (construction toys, kit) following illustrated directions.	Games with interlocking pieces, e.g., plastic snap blocks, wooden logs, connecting rods and wheels
	2. Honors particular signs such as arrows that mean to go on or to go back; directional signs; hand or stop signs as used in games or tests.	Have students follow illustrated directions for making a sewing project. Have students follow illustrated recipe for cooking.	Prevocational materials (See School Media Center or ECE Regional Media Center.) (M, H)

STRAND Word Attack

SUBJECT Reading

LEARNING Pictorial Directions

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
23. Follows simple diagrams or maps. Brigance: Green-- L-2, 3, 4, 5 Brigance: Red-- X-9, 10	1. Follows map of classroom to find hidden objects.	Conduct a treasure hunt; have students follow printed map to retrieve treat or reward.	Teacher-made map
	2. Locates places on map.		Kit: Distar Language. Levels II and III. Reading Mastery, Lessons 23-190 SRA. (E, M)
	3. Indicates north, south, east, and west on map.	With one direction indicated, ask the student to identify the opposite directions on map.	Various types and sizes of maps
	4. Constructs map or diagram of specified object, room, street, town.	Construct model of street or school, indicating important points.	Tagboard, tape, scissors, markers, small boxes, paint
		Have students follow TARC map and plan to arrive at a given location.	Route map from TARC

STRAND Word Attack SUBJECT Reading

LEARNING Pictorial Directions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
24. Identifies traffic signals/ symbols, international signs/ symbols. Brigance: Green-- 9-5, 6, 7. Brigance: Red-- D-4, 5	1. Points to sign indicated by teacher.		Game: Traffic Sign Bingo. DLM. (E) Equipment: Traffic Signs. Milton Bradley. (E, M, H)
	2. Identifies sign teacher points to.	Direct students to-- identify by shape; identifies by symbol; identifies by words.	
	3. Labels signs appropriately.	Chooses words that match meaning of sign.	
	4. Verbalizes meaning for signs indicated.	Have student explain symbols, signals, and signs in driver's manual.	Kentucky State Police Driver's Manual. (H)

STRAND Word Attack SUBJECT Reading

LEARNING Letter Identification COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
25. Matches upper-case and lower-case letters. (K:I#, 1:M) LAP-D LN26 W--Letter Identification WJ--Leter-Word Identification P--Reading Recognition CTBS--Level A Visual Recognition Brigance: Yellow--H4, H5 Brigance: Green--A-19, 20	1. Matches upper-case to lower-case letters using flashcards. 2. Points to correct letter when teacher names it. 3. Names the appropriate letters when teacher points to upper-case and lower-case letters.	Have students type all upper case letters next to the matching lower-case letters.	Alphabet Templates DLM. (E) Reading and Writing--SAIL, Skill 7. Melton Peninsula. (E, M, H) Alphabet frieze (E) Commercial or teacher-made cards Game: Alphabet Bingo. Trend. (E)

STRAND Word Attack SUBJECT Reading

LEARNING Letter Identification COURSE

VOCABULARY

OBJECTIVE		TASK ANALYSIS	ACTIVITIES	MATERIALS
26. Arranges letters in alphabetical sequence. Brigance: Yellow--J 2, J 3	1.	Matches letters in alphabetical order to the chalkboard frieze or sequence on desk.	Have student arrange plastic or wooden alphabet letters in proper sequence.	Typewriter (E, M, H) Duplicating Masters: Alphabet Activities. Frank Shaffer. (E)
Brigance: Green--A-27, 28, 29, 30 J-1, 2 K-1	2.	Identifies flashcards of the letters of the alphabet in random order.		Typewriter (E, M)
Brigance: Red--F-1	3.	Identifies missing letters from ABC sequence.	Have student fill in missing letters in short alphabetical segments.	
CTBS--Level A (Visual Recognition)	4.	Writes selected letters of the alphabet (both upper and lower case).	Have students do activities such as the following: Write the letters between C-L. Write all letters after F. Write letters that come after O; letter that comes after F.	Reading and Writing, SAIL, Skill 8.
	5.	Identifies the letter that comes before O; that comes after F, and other examples.		
	6.	Writes upper-case and lower-case letters in alphabetical order.		

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STRAND Word Attack SUBJECT Reading

LEARNING Letter Identification COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
27. Identifies letters as consonants or vowels. (K:I#, 1:I#) Brigance: Yellow--15	1. Indicates that a, e, i, o, and u (and sometimes y and w) are vowels	Prepare work sheet with scrambled letters; have students identify vowels by marking.	Spelling Mastery. Level C, Lesson 37, SRA. (E, M, H) Krane, Louis. Phonics Is Fun. Modern Curriculum Press, 1978. (E)
	2. Indicates that all letters except a, e, i, o, and u are consonants.		Carus, Marianne, et al. Headway Program: Basic Reading and Language Skills. Levels C-J. Open Court (E, M)
	3. Indicates which letters are vowels and which are consonants when given all letters of the alphabet.	Use previously presented work sheet and on it have students circle vowels, underline consonants. Have students use their spelling words; mark vowels and/or consonants as directed.	Teacher-prepared work sheets SER, Word Attack, Level 5.

STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Consonant Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
28. Makes sound(s) of each single consonant letter. (2:I) (PT 5:8) CTBS--Level A (Sound Recognition) Brigance: Yellow-- I-2, I-3, I-4 Brigance: Green-- I-2 Brigance: Red-- E-1, 3	1. Identifies pictures which begin with sound given.	Have students cut out magazine pictures which illustrate given sounds. Prepare transparency of 8" x 10" simple pictures. Project it on chalkboard. Have students indicate beginning sound of each picture as they say the name of the picture.	Kit: Distar Reading Mastery Levels I and II. SRA. (E) Appendix 4, "Regular Sounds of Consonants." King-sized, color-coded vowel letters for classroom walls S.T.A.R.T. (E) EMC Corporation Schmerler Instructional Sequence. EMC Corp. (M, H) Corrective Reading Decoding. Books A & B, SRA. (M, H) Kit: Reading Step by Step. Continental Press. SER-Word Attack Level 4.

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STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Consonant Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	2. Points to letter sounded by teacher.	Have students hold up appropriate letter card for sound given by teacher.	Individual chalkboards or flashcards, magnetic tape card reader, tape recorder
	3. Says sound of letter on flashcard (in no particular sequence).		
	4. Identifies various sounds for consonants such as c, g, and y.	Have students make picture collages to illustrate variant consonant sounds, e.g., soft and hard sounds of c and g.	Pictures for collections to illustrate sounds Appendix 4, "Regular Sounds of Consonants." Headway Program: Basic Reading and Language Skills. K-6. Open Court. (E, M) Harris, Theodore, et al. Keytext Reading Program. Economy Co. (M, H)

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STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Consonant Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
29. Makes sound of each consonant blend. (2:I, 2:#, 3:R) (PT 5:7) Brigance: Green--F9, 10 Brigance: Red--E-3 CTBS--Levels B, C, D, E	1. Identifies picture which begins with a given consonant blend sound. 2. Points to blend sounded by teacher. 3. Says blend in response to visual and/or auditory stimulus.	Place several letter cards on chalkboard. Have students place appropriate pictures under each. Place picture on card reader. Say name of picture; cut a stop; say blend picture begins with so student can check response.	Kit: Hoffman (Gould) Decoding Instructional Kit. (E, M) JCPS. Learning Difficulties Reading, Level II, pp. 36-48. (E) Card reader Magnetic tape cards Appendix 7--"Short Sounds of Vowels." Appendix 8--"Irregular Sounds of Vowels." SER, Word Attack, Level 4.

STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Consonant Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
30. Makes sound of each consonant digraph. (2:R, 2:#) (PT 5:7) CTBS--Levels B, C, D (Word Attack) Brigance: Green--F-9, 10 Brigance: Red--E-3	1. Identifies picture representing word containing digraph.		See Appendix 9.
	2. Points to digraph pronounced by teacher.	Say, "Find the picture with the (sh) sound."	Digraph flash cards
	3. Pronounces digraph shown on flash card.		Kit: Rogan, et al. Cove School Reading Program--Consonant, Blends and Digraphs. DLM. (E) SER, Word Attack, Level 5.

STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Vowel Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
31. Makes sound(s) of each long and short vowel. (6:R) CTBS--Levels C, D, E (Word Attack) Brigance: Green--F-5, 6 Brigance: Red--E-2	1. Identifies short vowel sound when heard in isolation. 2. Identifies pictures which represent the short vowel sound of letter. 3. Identifies short vowel sound when spoken in a word. 4. Verbalizes the short vowel sound when shown the vowel. 5. Identifies long vowel sounds when heard in isolation. 6. Identifies pictures which represent the long vowel sound of the letter. 7. Identifies long vowel sound when spoken in a word. 8. Verbalizes the long vowel sound when shown the vowel.	Have students sort pictures according to the short vowel sound. Have students find pictures in magazines/books to illustrate long vowel sounds. Give letter cards or individual chalkboards to students. Say a word, and ask student to write or hold up the letter identifying the sound spoken.	Duplicating Masters: Phonics. Frank Schaffer (E, M) Kit: Miller, Lois K. Reading Step by Step. Continental Press. Practice Pads. Reader's Digest. (E, M, H) Rogan, et al. Cove School Reading Program--Short Vowels, Long Vowels, Vowel Digraphs. DLM See Appendices 5-8. SER--Word Attack, Level 8. Individual slates, magic slates, letter flash cards

STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Vowel Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
32. Makes sound of each vowel digraph. (3:I, 5:R) Brigance: Green--F-12 Brigance: Red--E-5	1. Identifies and names vowel digraphs when seen in isolation. Examples: Identifies ea as pronounced in each. Identifies ea as pronounced in bread. Identifies ee as long sound of e. Identifies oa as long sound of o. Identifies ie as long sound of e.	Cut large vowels from tag board; write digraphs on appropriate vowels. Have students practice saying digraph sounds each day until they can recite them automatically.	Tape recorder Card reader Overhead projector Flash cards Chalkboard Tag board Markers SER, Word Attack, Levels 8-19.
	2. Identifies words which contain vowel digraphs and pronounces them correctly.	Have students circle vowel digraphs in newspapers, magazines, out-of-use books. Make magnetic cards for student practice.	Newspapers Magazines See Apendices 10, 11. Magnetic card reader Teacher-made cards

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STRAND Word Attack SUBJECT Reading

LEARNING Association of Sounds to Vowel Letters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
33. Makes sound of each vowel diphthong. (3:I, 5:R)	1. Identifies and names vowel diphthongs when seen in isolation. Examples: isolation, e.g., Identifies oi as pronounced in oil. Identifies oy as pronounced in boy. Identifies ou as pronounced in shout. Identifies ow as pronounced in cow.	Make magnetic cards; use same techniques as for vowel digraphs.	Flash cards Chalkboard SIMS Reading and Language Program. Minneapolis Public Schools. (M, H) Schmerler Instructional Sequence. EMC. (M, H) Corrective Reading Decoding B. SRA. (M, H)
	2. Identifies words which contain vowel diphthongs and pronounces them correctly.	Direct students to identify the diphthong, pronounce it, then sound the whole word.	Carus, et al. Headway Program: Basic Reading and Language Skills. Open Court. (E, M) SER, Word Attack, Levels 8-19.

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STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
34. Recognizes and reads CVC or VC syllables with and without final e. Brigance: Red--E-2	1. Points to one syllable vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, e.g., an, bag, hot, it, him, leg, up, fun. 2. Identifies vowel sounds in VC/CVC words. 3. Identifies (points to) each syllable in multi-syllabic VC/CVC words. 4. Reads VC/CVC words.	Have students auditorily blend sounds (at normal speaking rate) of CVC words spoken slowly, e.g., m-a-n = man. Have students pronounce, in drawn-out fashion, sounds of given CVC word presented orally at a regular speaking rate. Have students say sounds (sound out with hesitation) of a word presented visually by producing word at normal speaking rate.	Engelmann, S., and Osborne, J. Distar Reading Series. Levels I and II. SRA, 1983. (E) Corrective Reading, Decoding A and B. SRA (M, H) S.T.A.R.T. (E) Schmerler Instructional Sequence. (M, H) Kit: Hoffman (Gould) Decoding Instructional Kit. (E, M, H) Headway Reading Program. Open Court. (E) Phonics. Books 2 & 3, Word Recognition Program. Barnell-Loft. (E, M, H)

STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			Kits: Miller. Reading Step by Step. Continental Press. (E) Glass, Gerald, and Glass Esther. Glass Analysis for Decoding Only. Levels: Starters, Mediums, Harders, Completers. ETL. (E, M, H) SER, Word Attack, Level 18.
	5. Reads syllables in multi-syllabic words containing VC/CVC patterns. 6. States rule governing VC/CVC word patterns.		

STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	7. Identifies differences in VC/CVC and vowel-consonant-e/consonant-vowel-consonant-e (VCe/CVCe) syllables.	Present word cards with syllables, VC/CVC and VCe/CVCe, e.g., at, ate; it, ite. Have student identify differences--tell what they are. Drill for accuracy and timing.	
	8. Sounds out VCe/CVCe syllables.		
	9. Points to each syllable in multi-syllabic VCe/CVCe words.		
	10. Reads syllables in multi-syllabic VCe/CVCe words.		
	11. Reads, at normal speaking rate, VCe/CVe words.		
	12. States rules governing VCe/CVCe words.		Keys to Reading Series. Economy. (M, H)

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STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
35. Recognizes and reads CVR, CVC-le, and CV syllables. (PT 5:9)	1. Decodes one syllable words containing r-controlled vowels.	Have student give common sounds for ar, er, ir, ur, or combinations when presented visual stimulus. Have student sound out words containing r-combination sounds.	S.T.A.R.T. (E) Schmerler Instructional Sequence. EMC (M, H) Kit: Distar Reading. Level II. SRA. (E)
	2. Identifies CVR final e vowel sounds (stare and fire) in syllables.	Provide students with multiple opportunities to compare bar--bare, mar--mare, car--care, and fir--fire, sir-sire.	Decoding. Books A & B. Corrective Reading Series. SRA. (M, H) Kit: Hoffman (Gould) Decoding Instructional Kit.
	3. Identifies appropriate sound of r-controlled vowels when preceded by w (war, work) in syllables.	Have students identify written (and later spoken) words that follow the pattern by saying "yes" or "no" indicating whether or not the words follow the model.	SER, Word Attack, Level 16. Card sort

STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
(2:I, 6:R)	4. Identifies appropriate sound of r-controlled vowel when followed by second r (carry, sorry) in syllables. 5. Divides and appropriately identifies V in CVRV multi-syllabic words (ver-y, he-ro). 6. Recognizes cle as a syllable that stands alone (ta-ble/ban-gle).	When presenting new syllable patterns, guide the student to-- Discriminate. Select from a field of other syllable patterns. Read one-syllable words. Read multi-syllable words. Write/spell syllables/ words. Use words in speaking and writing. Read syllables/words at normal speaking rate.	See Appendix 5.
Brigance: Green--F-17	7. Recognizes that le stands alone as a syllable when preceded by ck (chuck-le).		
Brigance: Red--E-9	8. Identifies syllables containing the CV word pattern where the V has the schwa sound (sil' əbəl, Dan yəl).		

STRAND Word Attack SUBJECT Reading

LEARNING Decoding Syllables COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
36. Applies appropriate phonetic rules. (PT 5:1) Brigance: Green--F-17	1. Reads words from basic word list applying appropriate phonetic rules.	Have students keep score of their decoding skills with "new" or unfamiliar words by daily graphing or charting correct responses.	SER, Word Attack, Level 18. Woodcock Reading Inventory, Word Attack Section. AGS. (E, M, H)
Brigance: Red--E9	2. Reads nonsense words applying appropriate phonetic rules.	Test mastery level of each syllable type by having students read both meaningful and nonsense words that illustrate application of the rule(s).	SIMS Reading and Written Language Program. (M, H) Steere, Amey, et al. Solving Language Difficulties. Educator's Publishing Service. (T, M, H)

STRAND Word Attack SUBJECT Reading

LEARNING Sight Vocabulary COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
37. Reads selected survival words. W--Word Identification Word Comprehension WJ--Letter/Word Identification P--Reading Recognition	1. Identifies the meaning of a survival word both when shown the word and when it is read aloud.	Have students play "Survival Word Bingo." Student who has "Bingo" must tell meaning of words on his/her card.	Filmstrips (e.g., Pal) Teacher-made Survival Word Bingo McCarr. My Words (10 workbooks). Dormac. (E) See Appendix 1.
Brigance: Yellow-- I-10	2. Chooses survival words from a list of words and reads them correctly.	Provide student with a list of familiar nouns, verbs, adjectives. Ask student to circle words that can be found on signs. Give students a set of cards with survival words. Have them describe appropriate location for word as a sign (Railroad, Exit, Rest Rooms, Hospital.)	Survival Vocabularies Series. Janus. (M, H) Teaches vocabulary necessary for various daily activities See It, Say It, Use It. St. Joseph Institute for the Deaf.
Brigance: Green-- G-1, 2, 5, 6, 7, 8 Brigance: Red-- D-1, 2, 4, 5	3. Identifies survival words when presented in appropriate locations, e.g., DANGER sign on a machine.		

STRAND Word Attack

SUBJECT Reading

LEARNING Sight Vocabulary

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
38. Reads words that cannot be decoded phonetically. W--Word Identification Passage Comprehension WJ--Letter/Word Identification P--Reading Recognition CTBS--Levels B, C, D Word Attack	1. Reads sight words when presented on flash cards in isolation. 2. Reads sight words when found on signs in the environment. 3. Reads sight words when presented in a short passage or story.	Have student, while looking at flash card, to write basic sight word in a box of sand or rice. Student then writes word with eyes closed. Students do "sky" writing by writing the word in the air, spelling the word aloud as they write.	Dolch Basic Sight Word Lists. Garrard. (E, M, H) See Appendix 2. SER, Basic Vocabulary, Levels 2-10. JCPS. Reading Skills Continuum K-12. Sight Word Memory Match. Sight Word Lab. DLM. (E, M) Woodcock Reading Inventory, Word Recognition Section. AGS. (E, M, H)

STRAND Word Attack SUBJECT Reading

LEARNING Sight Vocabulary COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
39. Reads signs important to daily living. Brigance: Basic Skills--G-5, 6, 7, 8 Brigance: Essential Skills--D-4, 5	1. Identifies words on signs when presented in isolation.	Help students make safety signs (as seen on streets, roads) and tell what the signs say, e.g., SLOW, RAILROAD, ONE WAY, DO NOT PASS, DANGER.	Equipment: Functional Signs. DLM. (E, M, H) Survival Signs. DLM. (E, M, H) Community Sign Reading. (50 functional words) Edmark Reading Program (E, M)
	2. Identifies words when presented in an appropriate location, e.g., exit sign over a door, applesauce on label of can in store, name/logo on fast food restaurant.	Have students read labels on cans from grocery. Have students read labels on cleaning products.	Sign Language: A Survival Vocabulary Series. Janus. (M, H) The Work Series. Hopewell Books, Inc. (M, H) Sight Word Lab. DLM. (E, M) SAIL: Reading and Writing, Skills 3-6.

STRAND Word Attack SUBJECT Reading

LEARNING Rhyming COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
40. Identifies words that rhyme. (K:I) CTBS--Level A (Sound Recognition)	1. Identifies as same or different orally presented words containing gross differences, fine differences, and rhyming.	Read aloud to students from books of rhymes. Start with familiar books like Mother Goose and have students listen for rhyming words, provide rhyming words.	Mother Goose. Childcraft, Vol. I. (E) JCPS. Learning Difficulties: Reading. Level 1, pp. 60-66. (E) Dr. Suess books, e.g., The Cat in the Hat, and Green Eggs and Ham. (E) Stevenson, Robert Louis. A Child's Garden of Verse. School Media Centers.
Brigance: Green--H-1 Brigance: Red--E-4	2. Matches pictures of rhyming words.	Present a picture, e.g., frog. Student selects dog from a field of rabbit, horse, cow.	Lotto games Wagner, et al. Listening Games, p. 20. SER, Word Attack, Level 2.

STRAND Word Attack SUBJECT Reading

LEARNING Rhyming COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
41. Chooses a rhyming word to complete a couplet. (1:R)	1. Gives, orally, a word to complete a couplet.	Read aloud a short rhyme, preferably of two lines. Read again, omitting the last word. Ask students to supply the appropriate rhyming word.	Wagner, et al. Listening Games, p. 20. SER, Word Attack, Level 4.
	2. Gives, orally, a word that rhymes with a spoken stimulus.		
42. Selects a word that rhymes with a written word. (2:M) (PT 3:2, 5:5)	1. Writes a list of words that rhyme with a printed stimulus.	Show students how to select a "word family," e.g., am; by running through the alphabet (consonant sounds) and selecting beginning sounds they can make many rhyming words (proceed with caution).	Tagboard "families" Single beginning sounds, blends, digraphs for matching beginning sounds to a "family"
W--Passage Comprehension	2. Writes a list of words that rhyme with an auditory stimulus.		
	3. Matches rhyming words with a different spelling, e.g., bear, fair.		SER, Word Attack, Level 7.

STRAND Word Attack SUBJECT Reading

LEARNING Context Clues COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
43. Uses pictures to assist in word identification. (K:I) CTBS--Level C (Reading Comprehension) W--Passage Comprehension WJ--Humanities	1. Identifies the words in a short sentence by matching with a simple picture.	Have students match one of a given set of pictures to a sentence strip.	Boning, Richard A. Specific Skill Reading Series. Barnell Loft, 1976. (E, M, H) Cards: Context Clues. Frank Schaffer (M, H)
	2. Identifies words and their meanings in a paragraph by matching to pictures on a page.	Ask students to match a short paragraph describing an occupation with a picture of the occupation.	
	3. Explains the content of a chapter by using pictures, charts, and graphs.	Direct students to tell, in their own words, the meaning of an essay, a story, or a narrative, illustrating it with visuals.	Content area books Woodcock Reading Mastery Tests--Comprehension. AGS. (T, E, M, H)

STRAND Word Attack SUBJECT Reading

LEARNING Context Clues COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
44. Uses sentence meaning to help identify unknown word. (1:M, #) (PT 3:1, 3:2, 8:5, HS:1) CTBS--F, G, H, J W--Passage Comprehension WJ--Passage Comprehension	1. Reads a short sentence containing one new word and identifies the meaning of the new word through context clues.	Supply students with a sentence and three definitions. Have students pick out correct definition for underlined unfamiliar word.	Filmstrips (e.g., Pal)
	2. Reads in different subject areas using sentence meaning to identify words relevant to specific content.	Give students a reading selection and a word list. The student will write appropriate definitions of the words based on the reading selection.	Carus, et al. Headway Program. Open Court. (E, M) SER, Vocabulary, Level 4.
	3. Reads passage orally using cloze procedure to identify missing words.	Have students listen to a recording of a want ad with one or two words missing. Students supply missing words from context.	

STRAND Word Attack SUBJECT Reading

LEARNING Context Clues COURSE

VOCABULARY

OBJECTIVE		TASK ANALYSIS	ACTIVITIES	MATERIALS
45. Uses paragraph to infer specific meaning of word with multiple definitions. (8:M#) (PT5:4, 5, 8:7, HS:3) W--Passage Comprehension WJ--Passage Comprehension	1.	Reads a short paragraph containing one word having more than one meaning, e.g., chops, and identifies meaning of word through clues in rest of paragraph.	Given a paragraph and three definitions, student will match definition with underlined multiple meaning word.	Many Meanings. Dormac. (E, M) Keytexts Series. Economy. (M, H)
	2.	Reads a paragraph containing several words with more than one meaning and identifies the appropriate meaning for each word.		SER, Vocabulary, Level 18.

STRAND Word Attack SUBJECT Reading

LEARNING Oral Reading COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
46. Reads sentence orally. Brigance: Yellow--Reading Brigance: Green--D-1 through 7 Brigance: Red--B-1 through 4	1. Reads three-word sentences orally with no errors.	Place sentences on magnetic strip cards. Have students practice reading them, self-checking their reading by running cards through card reader.	Magnetic tape card reader, e.g., Voxcom, Language Master
	2. Reads five- to seven-word sentences orally with no errors.	Have students orally read a short description of an occupation.	Keys to Reading Series. Economy. (M, H)
47. Reads passage or paragraph orally with no mistakes.	1. Reads three- to five-sentence paragraph orally with proper expression.	Have students listen to tape or record of printed material and read aloud with recording.	Tape recorder Engelman and Osborn. Reading Mastery: Distar. Levels I, II, and III. (E, M)
	2. Reads a hundred-word passage orally with no more than two errors. 3. Reads a hundred-word passage orally in one minute or less with no more than two errors.	Have students work in teams, reading and timing each other, documenting improvements in efficiency.	Stopwatch, timer, or clock with second hand

STRAND Word Attack SUBJECT Reading

LEARNING Oral Reading COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
48. Reads poems and dialogue orally.	1. Reads poetry aloud with proper pacing and expression.	Use choral reading exercises, poems, and other selections from readers to allow pressure to be removed from individual students.	Duplicating Masters: Language Context Clues. Cloze Context Clues. (E, M, H)
	2. Reads dialogue with proper expression.	Use reading selections that are slightly above students' reading levels but at their interest levels. Teacher and students will read in unison, permitting students to fill in words wherever possible.	

STRAND Structural Analysis SUBJECT Reading

LEARNING Plurals COURSE

VOCABULARY singular, plural

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
49. Identifies singular and regular plural words in reading selection. (1:M, 6:R) (PT 3:3) WJ Dictation	1. Identifies pictures denoting plural and singular subjects.	Make sets of 2" x 3" picture cards representing singular and plural nouns. Use pictures from old workbooks. Have students collect pairs of pictures by matching the singular and plural of each, e.g., tree, trees, wagon, wagons.	JCPS. Learning Difficulties Reading. Level III, 1975, pp. 11-13. (E) SER, Structural Analysis, Level 3.
	2. Matches singular and plural words to appropriate pictures.		Word cards, labels
	3. Identifies regular singular and plural words in reading selections.		
50. Selects regular singular/plural form to fit context. (3:M, 3:#)	1. Chooses appropriate word form to complete sentence using noun/verb relationship as cue.	Write an experience story on chart, leaving out previously taught nouns. Have student select singular or plural form as (s)he reads sentence.	Chart paper Felt-tip marker Filmstrips (e.g., Pal)
	2. Constructs sentences using singular and plural nouns.	Have students first construct sentences orally, then in writing. Those without writing skills may dictate to a classmate or volunteer.	

STRAND Structural Analysis SUBJECT Reading

LEARNING Plurals COURSE

VOCABULARY irregular, plural

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
51. Identifies irregular plural forms of words. (4:M) (PT 5:10)	1. Matches irregular plural to singular form of word, e.g.,child - children.	Explain card sorting games. Let students play with cards using Old Maid or SNAP rules.	Cards with singulars Cards with plurals
	2. Writes singular form when given irregular plural.		SER, Structural Analysis, Level 13.
	3. Writes irregular plural when given singular form.		
	4. Chooses appropriate form to fit context of sentence.	Put sentences on overhead. Provide word lists from which to "fill in blanks," first orally, then in written form.	Overhead projector Transparencies Duplicated word lists

STRAND Structural Analysis SUBJECT Reading

LEARNING Contractions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
52. Identifies contractions. (1:I) CTBS--Level E (Word Attack) Brigance: Green--9-3	1. Chooses contractions from a list containing words which are contractions and words which are not.	Pair students to form teams of "buddies." Assign each pair of buddies one page to skim. Have them list all the contractions found on the page. Use the story, "Look! Eddie Can Read" in More Power.	Robinson, Helen M., et al. More Power. Grade 2. Open Highways Series, pp. 12-19. (E, M) Contraction Boards. DLM. (E, M) SER, Structural Analysis, Level 4.
	2. Identifies which letters are missing from the two words that form a contraction.	Write the following words on chalkboard or chart paper: do not don't Have the student circle the o in not and point to the apostrophe which takes its place.	Spelling Mastery Series, Level C. Lesson 99. SRA. (E, M)
	3. Identifies irregular contraction.	Teach irregular contractions separately, e.g., will not--won't.	

STRAND Structural Analysis SUBJECT Reading

LEARNING Contractions COURSE

VOCABULARY contract (verb), contraction

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
53. Matches contracted and expanded forms of words. (3:M, 9:R) (PT 3:5, 5:12)	1. Matches a contraction with the two words that form the contraction.	Make puzzle cards. On one side put the contracted word. On the back put the words forming the contraction. Cut the card into 2 or 3 pieces. Have students put the pieces together, say the contracted word, and identify the two words that form it. (Self-checking)	Jefferson County Public Schools. Learning Difficulties Reading. Level V, pp. 169-173 (E) SER, Structural Analysis, Level 10. See Appendix 15.
	2. Replaces expanded forms with contractions in reading passages, e.g., could not--couldn't.	Select appropriate pages from old magazines or out-of-use books; highlight two words and number them. Write matching numbers on student response sheet. Have students write contracted forms of the highlighted words on appropriately numbered lines.	Old magazines, out-of-use books

STRAND Structural Analysis SUBJECT Reading

LEARNING Contractions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
54. Applies general rule for making contractions.	1. Writes contractions to go with given list of words taken from the reading selection. 2. Chooses words from a reading selection and writes their appropriate contractions.		Jefferson County Public Schools. Learning Difficulties Reading. Level VI, p. 69. (E, M) SER, Structural Analysis, Level 11.

STRAND Structural Analysis SUBJECT Reading

LEARNING Possessives COURSE

VOCABULARY possession, possessive

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
55. Identifies singular possessives. (3:I) CTBS--Levels F, G, H, J (Capitalization and Punctuation)	1a. Matches possesive form with proper nouns, e.g., Rhonda's, Bill's, Rover's. b. Chooses correct form of noun, e.g., girl's, mother's, uncle's. c. Selects singular possessive pronoun to fit context, e.g., my--mine, your--yours, her--hers.	Teach placement of the apostrophe to denote possessive form.	Cards: Punctuation and Possessives. Taskmaster, Inc. Instructional Fair, Inc. (M, H)
CTBS--Levels D-J (Language Expression) Brigance: Green--J-7 Brigance: Red--H-5	2. Supplies words showing possession within sentence context.	Write possessives on cards; repeat a short sentence that contains a possessive word form. Ask students to select proper form to fit context and hold up cards.	
	3. Constructs sentences containing singular possessives.	Before writing sentences, have students construct oral sentences using symbols to denote parts of speech.	Schmerler Instructional Sequence. EMC. (M, H) SIMS, Written Language. Minneapolis Public Schools. (M, H)

STRAND Structural Analysis SUBJECT Reading

LEARNING Possessives COURSE

VOCABULARY nouns, pronouns

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
			SER, Structural Analysis, Level 9. ALPHA--English II. Parts of Speech, #3.
56. Identifies plural possessives. (4:I)	1. Selects plural possessive nouns and pronouns to fit sentence context.	Provide lists of correct and incorrect examples of possessive nouns and pronouns. Have students select words from the list to fit in blanks.	Previously prepared sentences Lists of possessive nouns and pronouns
	2. Supplies words showing possession within sentence context.	Provide only the sentences with blanks. Ask students to write in the correct possessive word forms.	SER, Structural Analysis, Level 12.
	3. Constructs sentences containing plural possessives.		

STRAND Structural Analysis SUBJECT Reading

LEARNING Possessives COURSE

VOCABULARY nouns, pronouns

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
57. Identifies persons referred to by possessive words.	1. Identifies person indicated by possessive personal pronoun.	Make a game of identifying classmates through sentences that provide clues but no proper names, e.g., "Her mother works in the lunchroom."	Grizzard and McDonald. Language Exercises. Steck-Vaughn. (M, H) SER, Language Arts, Level 15.
	2. Substitutes possessive personal pronoun for repeated possessive noun in reading selection.	Compose selections such as: "James' parents let James drive James' parents' car." Students substitute from a list (in this instance including him and their). Later, at mastery level, students provide the possessives.	Teacher-made written exercises
	3. Applies rules for possessive nouns, both singular and plural, in given sentences, and identifies persons referred to by possessive words.		

STRAND Structural Analysis SUBJECT Reading

LEARNING Compounds COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
58. Identifies compound words (1:I, 3:M,4:R) (PT 5:13) CTBS--Levels D, E (Word Attack)	1. Selects compound words from a list containing both compound and simple words. 2. Identifies compound words in a reading selection.		JCPS. Learning Difficulties Reading, Level VI, p. 56. SER, Structural Analysis, Level 4. Grizzard and McDonald. Language Exercises. Steck-Vaughn. (M, H) See Appendix 17.

STRAND Structural Analysis SUBJECT Reading

LEARNING Compounds COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
59. Selects component words to form compound words. (2:M, 2:#) (PT 3:6, 5:12)	1. Identifies base words when given a list of compound words.	Find living things in words. Put a red circle around the word, e.g., (fish)line, star(fish), (lady)(bug), pole(cat).	Compound Words Flash Cards. Kenworthy Educational Services, Inc. (E, M, H)
	2. Selects two words which can be joined together to form a compound word.	Give two columns of words; have students match words to make compound words naming occupations. A / B police / officer fire / fighter crime / fighter Provide a list of words related to occupations, e.g., bricklayer, artist, cook, hairdresser. Have students separate compound words into base words; to regroup base words to make different compound words; or to leave as they are.	SER, Structural Analysis, Levels 5 and 6.

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STRAND Structural Analysis SUBJECT Reading

LEARNING Compounds COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
60. Uses compound words in oral and written form.	1. Writes a paragraph containing four sentences with at least six compound words.		Practice Pads. Reader's Digest. (M, H)
	2. Gives a two-minute speech containing at least six compound words on a topic in a content area.	Ask students in the audience to signal recognition of compound words or write each one and report their lists at the end of the presentation.	

STRAND Structural Analysis SUBJECT Reading

LEARNING Prefixes/Suffixes COURSE

VOCABULARY prefix, suffix

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
61. Identifies roots of familiar affixed words. (2:I, 2:#) (PT HS:5) CTBS--Levels D, E (Word Attack) Brigance: Green--F-14, 15 Brigance: Red--E-7, 8	1. Identifies words with suffixes.	On 9" x 12" newsprint, write a list of words ending with -tion, -ment and -able. Have students circle the endings using crayons of different colors (e.g., -tion--red, -ment--blue, -able--green).	Platts, et al. Spice. Suggested Activities to Motivate the Teaching of Language Arts. Educational Service, Inc., 1960. (T, E) JCPS. Learning Difficulties Reading. Level IV, 1975, pp. 110-113. (T, E)
	2. Identifies words with prefixes.		SER, Structural Analysis, Level 6.
	3. Separates root words from suffixes.	On file card or tagboard print root words; print affixes on companion cards. Have students match root words to affixes to make "new" words. Cards may be cut to fit, providing a self-checking technique.	Spelling Mastery. Books C, D and E, SRA. File cards Sentence strips
	4. Separates root words from prefixes.		

STRAND Structural Analysis SUBJECT Reading

LEARNING Prefixes/Suffixes COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
62. Identifies words and their variant meanings with suffixes. (3:M, 3:#) (PT8:9)	1. Explains the significance of a suffix to a word, e.g., small ish small er small ness. 2. Chooses correct suffix to make word correctly fit sentence context.	Play "Silly Goose."	Suffix Puzzles. DLM. (E, M) JCPS. Learning Difficulties Reading, Level VIII, pp. 39-46. (E, M) See Appendices 18, 19.

STRAND Structural Analysis SUBJECT Reading

LEARNING Prefixes/Suffixes COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
63. Identifies words and their variant meanings with prefixes. (2:M, #; 9:R, #) (PT 5:14, 8:9)	1. Explains the significance of a prefix to a word (distrust = not trust).		SER, Structural Analysis, Levels 13 and 14. Cards: Prefixes and Suffixes Flash Cards. Kenworthy Educational Services, Inc. (M, H) Prefix Puzzles. DLM. (E, M) Filmstrips (e.g., Pal)
	2. Chooses correct prefix to make word correctly fit sentence context.	Write prefixes on file cards; write prefix meanings on other cards. Cut ends of the two cards to fit (as a puzzle) to provide a self-checking technique for independent practice. Provide six prefixes and four base words in sentences. Have students choose the four prefixes that make the base words correctly fit the sentence context.	Practice Pads. Reader's Digest. (M, H) Headway Program. Open Court. (E, M) Keytexts Series. Economy. (M, H)

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STRAND Structural Analysis SUBJECT Reading

LEARNING Inflected Endings/Roots COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
64. Selects verb with the inflected ending (ing, ed, s, es) that fits sentence context. (2:M, 2:#) (PT 3:4, 5:11, 8:8) CTBS--Levels C-J (Language Expression)	1. Listens to a sentence being read and verbally tells which of two verb choices fits the sentence context.		Kit: Hoffman (Gould) Comprehension Instructional Kit. (E, M) Duplicating Masters: Verbs, Verbs, Verbs. Dormac. (E, M, H)
	2. Reads a sentence and selects verbs from choices with inflected endings.		Filmstrips (e.g., Pal) SER, Structual Analysis, Levels 5, 7.
	3. Reads a sentence and correctly supplies verb with inflected ending that fits sentence context.		

STRAND Structural Analysis SUBJECT Reading

LEARNING Inflected Endings/Roots COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
65. Reads orally ed endings with /t/, /d/ or /ed/ sound. (3:I) CTBS--Levels C-J (Language Expression)	1. Listens to pronunciation of words containing ed endings that have different sounds (i.e., /t/, /d/ or /ed/ sound and verbally tells whether the ed ending has the sound /t/, /d/, or /ed/).	Write endings on the chalkboard (d, ed, t). Present a word. Have the student say the word with the indicated ending, e.g., hopped (t), sounded (ed), tried (d).	Corrective Reading Series. Part I--Decoding, Book B. SRA. (M, H)
	2. Reads a list of words with ed endings having /t/, /d/, or /ed/ sounds.		Reading Success Series, Score 6. Weekly Reader Skills Books. (M, H) SER, Structual Analysis, Levels 5, 7. See Appendix 24.
Brigance: Green--F-14 Brigance: Red--E-7	3. Reads words in a story with ed endings with t, d, and ed sounds.		Materials at independent reading level

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STRAND Structural Analysis SUBJECT Reading

LEARNING Inflected Endings/Roots COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
66. Selects comparative/ superlative form to fit context. (5:M)	1. Relates information about two or more people or objects using comparative and superlative adjectives such as big, bigger, biggest; soft, softer, softest.	Introduce two objects, then increase to three or more. Compare the objects by asking which is softer, bigger; lightest, tallest. Make sure comparisons are gross at first. Later, move to finer comparisons.	Small toys, tools, kitchen utensils to fit interest levels of students
	2. Reads a short sentence and completes it with correct adjective form when given three choices.	Mary's cat is big but Bill's is bigger. bigger big biggest	
	3. Reads a paragraph with adjective suffixes missing and writes correct forms to fit sentence context.		

STRAND Comprehension SUBJECT Reading

LEARNING Picture Reading COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
67. Looks at pictures for information.	1. Uses pictures as a source of information.	Ask questions about stimulus pictures: who, how many, what color, what, where, and when.	Peabody Language Development Kit. P-3. AGS. (E)
	2. Answers questions concerning details in pictures.		
Brigance: Yellow--F6B, G-8, 12, 13, H-1			
Brigance: Green--B-2		Give students pictures of people working and have students describe what occupations are illustrated in the pictures. (E)	Specific Skills Reading Series. Barnell Loft. (E, M, H)
W--Passage Comprehension			Cards: What's Inside Language Activity: Cards. DLM. (E)
P--Reading Recognition			SER, Comprehension, Level 1; Vocabulary, Level 1.
CTBS--A Sound Recognition A Oral Comp. A Vocabulary			Think Language Program. Innovative Science, Inc. (H)

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STRAND Comprehension SUBJECT Reading

LEARNING Picture Reading COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
68. Makes literal inferences from pictures. W--Passage Comprehension P--Reading Comprehension WJ--Passage Comprehension Humanities	1. Makes own sentences telling what is seen in the picture. 2. Makes own sentence telling how the character in the picture feels.	Ask "how" and "why" questions pertaining to pictures.	Kit: Distar Language. Kits II, III. SRA (E, M) Cards/Workbooks: All About Me. This Is Me. DLM. (E) SER, Comprehension, Level 2. ALPHA--English II, Vocabulary/Comprehension No. 16

STRAND Comprehension SUBJECT Reading

LEARNING Picture Reading COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
69. Extrapolates from picture what has happened and what could happen. Brigance: Green--B Speech CTBS--A: Vocabulary	1. Constructs sentences telling what happened just before the action shown in the picture.	Show pictures and ask the students to compose two or more sentences about what may have happened previously to the action in the picture.	The What, When and How of Teaching Language to Deaf Children. Fonbonne College. (T) Kits: Distar Language. Kit III. SRA. (E)
	2. Constructs sentences telling what may happen next.	Show pictures and ask students to give two or more sentences about events they think may follow the action in the picture.	Fitzgerald, Edith. Straight Language for the Deaf. A. G. Bell Association for the Deaf, 1949. (T) Crocker and Prat. New Language Stories and Drills. Vermont Printing Co.
		Let students defend their sentences by telling why they think "their events" may follow the action represented in the picture.	

STRAND Comprehension SUBJECT Reading

LEARNING Labeling COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
70. Identifies objects, places, persons by correct labels. Brigance: Yellow--G-11, 12	1. Identifies people, places, and objects in the classroom.	Ask students to name a concrete object, e.g., table.	Peabody Language Development Kit. AGS. (E) Distar Language. Level I. SRA, 1977. (E) SER, Comprehension Levels 3-6. ALPHA. English II Vocabulary/Comprehension No. 5.
	2. Identifies people, places, and objects in the community.	Ask students to name common objects found in community using one word in response to a pictorial stimulus (police officer).	Teacher-selected filmstrips (E, M, H)
	3. Uses the same label to appropriately identify items that have a different appearance but belong to the same class (e.g., chairs, dogs, trees).		

STRAND Comprehension SUBJECT Reading

LEARNING Labeling COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
71. Identifies and correctly uses homonyms, antonyms, and synonyms. (1:I#, 2:R#) (PT 5:3, 8:6, HS:2) Brigance: Green--A-5, K-8 CTBS--Vocabulary	1. Identifies words which are opposites (antonyms).	Play a game similar to a spelling bee. Select two teams. Alternating between teams, present a word. The student must respond with an antonym; students keep own scores and strive to improve them.	Cards: Synonym, Antonym and Homonym Cards. DLM. (E, M)
	2. Identifies words which mean the same (synonyms).	Tape record a list of words leaving a space after each. Have the students listen and record or write words that mean the same as the tape-recorded word.	Cards: Word Searches: Synonyms, Antonyms, Homonyms. Educational Insights. SER, Vocabulary, Levels 3-19.
	3. Identifies words which sound alike but but are spelled differently (homonyms).	Make word cards with homonyms. Have students use them to play matching type card games.	Game: Vocabulary Quizmo. Milton Bradley. Appendix 17--Homonyms.
	4. Identifies words which are antonyms, synonyms, and homonyms from a list.	Prepare exercises based on test formats.	Appendices 37-39 (Study Skills).

STRAND Comprehension SUBJECT Reading

LEARNING Labeling COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
	5. Writes a sentence containing antonyms.		Practice Pads. Reader's Digest. (E, M, H)
	6. Writes a sentence containing synonyms.	Give student written sentences containing words relating to vocations such as construction, selection, residence, application. Provide, with each sentence, a three-word choice from which to select the synonym for the vocational word.	
	7. Writes a sentence containing homonyms.		Homonym, Synonym, Antonym Poster Cards. Milton Bradley.
	8. Supplies antonym, synonym, and homonym for given word in context.		ALPHA. English II, Vocabulary Nos. 1, 2, 4.

STRAND Comprehension SUBJECT Reading

LEARNING Labeling COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
72. Applies knowledge of word meanings to understanding of written language. Brigance: Yellow--F-2, 4, G-8, 10, 11, 12, 13 Brigance: Green--B-1 CTBS--C-J (Vocabulary)	1. Writes or dictates a sentence to be added to a classroom experience chart. 2. Writes or dictates a paragraph about a personal experience, e.g., weekend, vacation. 3. Writes or dictates a paragraph summarizing a story read orally or silently.		Corrective Reading. Part II, Comprehension. Book B. SRA. Kits: Comprehension Skills Laboratory Kits, Levels A-H. BFA Ed. Media (E, M, H) SER, Vocabulary, Levels 7-19.

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STRAND Comprehension SUBJECT Reading

LEARNING Listening Comprehension COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
73. Matches illustration to a story that has been read aloud. (K:I) CTBS--C Reading Comprehension P--Reading Comprehension W--Passage Comprehension WJ--Passage Comprehension	1. Chooses picture to correspond to a story presented orally.	Tell or read a story.	Content area textbooks, magazine articles, newspapers, prevocational materials, directions, recipes Books, magazines, newspapers, books on tape, various textbooks
	2. Draws or describes picture depicting main idea.	Have student select, from a group, the picture best depicting the main idea. Have student draw picture(s) depicting main idea. Have student describe own picture orally.	Drawing paper, supplies SER, Vocabulary, Level 1; Comprehension, Level 1. ALPHA. English II. Vocabulary/ Comprehension No. 16.

STRAND Comprehension SUBJECT Reading

LEARNING Listening Comprehension COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
74. Analyzes information presented orally. Brigance: Yellow-- B-1 through 13, C1 through 3 Brigance: Green-- B-1, H-3	1. Carries out verbal directions.	Have students indicate whether teacher-presented sentences are directions or not.	Learning to Listen. Educational Insights. (E)
	2. States main idea from orally presented selection.	Designate one student as listener for a short period of time. (S)he rings a bell each time a direction is given.	SER, Comprehension, Levels 2 & 3. ALPHA. English II, Listening No. 4.
	3. States two opposing views within orally presented selection.	Set up a debate. Let each student state an opinion on the selection heard and give three supporting details.	

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STRAND Comprehension SUBJECT Reading

LEARNING Listening Comprehension COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
75. Evaluates information presented orally. Brigance: Green--H-6 through H-18	1. States the probable effect when given the cause in an oral presentation.	Read or discuss safety situations in the home, school, community, on the job.	Headway Program. Open Court. (E, M)
	2. States reasonable conclusion from orally presented passage.	Read aloud various job descriptions. Ask students to identify the occupation for each job description.	
	3. States judgments concerning the events in an orally presented story.		

STRAND Comprehension SUBJECT Reading

LEARNING Main Idea COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
76. Tells main idea of a story. (2:M,#, 12:R,#) (PT 3:9, HS:7)	1. Looks at a picture and states the main idea of the picture.		Boning. Getting the Main Idea, Specific Skill Reading Series. Barnell Loft. (E, M, H)
CTBS--D-J Reading Comprehension	2. Listens to a story and tells the main idea of the story.	Tell a story. Have the student select from a group of pictures the one which shows the main idea.	Kit: Distar Reading Mastery. Kit III. Lesson 13-140. SRA. (E, M)
	3. Reads sentence and identifies main idea.	After selecting the picture, have the student describe the picture and tell why it is the main idea. Variation: draw a picture of the main idea after discussing it.	Duplicating Masters: Main Idea. Frank Schaffer.
	4. Reads paragraph and identifies main idea.	Write three or four main ideas on the chalkboard. Have students select the one that matches their reading selection.	Kit: Skill Builders. Reader's Digest. (E, M, H)
CTBS: Levels C-J Reading Comprehension.	5. Reads multi-paragraph composition and identifies main idea(s).		
	6. Reads short stories, essays, pre-vocational materials at appropriate reading level and identifies main idea(s).		SER, Comprehension, Levels 1-19.

STRAND Comprehension

SUBJECT Reading

LEARNING Main Idea

COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
77. Identifies details that support main idea of selection. (5:M, 5:#) (PT 3:10, 5:15, 8:10, HS:8)	1. Listens to sentences at appropriate reading level and verbally identifies the important details that support the main idea.	Read a selection about a community helper and have the student identify the information that supports the title and/or the helper role of the person.	Hill, Randall. Superstars Series. Steck-Vaughn. (M, H)
	2. Reads sentences at appropriate reading level and identifies important details that support the main idea(s)		Engelmann and Osborn. Reading Distar Series, Level III. Lessons 13-140. (E, M)
CTBS--Level 15, C-J Reading Comprehension (3:M, 3:#)	3. Reads paragraphs at appropriate reading level and identifies important details that support the main idea(s).		
	4. Selects title appropriate to reading selection.		
	5. Reads multiparagraph compositions and identifies important details that support the main idea(s).	Tell a story from two different points of view, e.g., the teller at the bank vs. the bank robber. Have the student list the details as they receive them and tell how the details of the two stories differed.	Practice Pads. Reader's Digest. (E, M, H) Kit: Getting the Main Idea. Reading Comprehension Educational Insights.

STRAND Comprehension SUBJECT Reading

LEARNING Main Idea COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
78. Identifies similar themes in different stories. CTBS--A: Oral Comprehension	1. Listens to two short paragraphs with similar themes and tells how they are similar. 2. Reads two stories with similar themes and tells how they are similar.		
79. Identifies major events in a simple story.	1. Selects from a group of pictures those that pertain to a familiar story or event. 2. Tells the most important event in the story. 3. Tells one other event, secondary to the main event. 4. Retells story in own words.	Read the story, "The House That Jack Built." Make large drawings of the house, the malt, the mouse, the cat. Have students put the pictures in sequential order as the story is reread or told.	JCPS. Learning Difficulties:. Reading--Level I, pp. 91-96. Headway Program. Open Court. (E, M) SER, Comprehension, Levels 1-19. Sequees Puzzles. Judy. (E) SAIL--Communication Skills. (low functioning students)

STRAND Comprehension SUBJECT Reading

LEARNING Sequencing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
80. Identifies beginning, middle, and end of story. (1:M) (PT 3:11) CTBS: Levels F-J, Paragraph Development	1. Answers questions about what happened first, next, and last in a story.	Play "Match the Picture." Cut up a series of pictures which tell a story. Take pictures from comic strips or books, or draw them. Distribute pictures; tell the story the pictures describe. Ask students to raise their hands when their pictures match events of the story being read.	Engelmann and Osborn. Reading Mastery Distar. Level III, Lessons 46-140. SRA. SER, Comprehension, Levels 1-19. Duplicating Masters: Story Sequencing. Frank Schaffer. (E)
	2. Arranges sentence strips in proper sequence after reading a story.	After the story is finished, have the students sequence their pictures as they review the story events.	
	3. Writes a story with definite beginning, middle, and end.	Have the students write or dictate a story in response to a picture stimulus. Tell what happened before the picture, what is happening in the picture, and what will happen next.	

STRAND Comprehension SUBJECT Reading

LEARNING Sequencing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
81. Identifies implied sequence in a narrative. (5:M, 5:#) (PT 5:17, 8:12, HS:9)	1. States logical sequence reading selection.	Give students written directions on assembling or repairing a product and have them tell in their own words the proper sequence of the activity.	Practice Pads. Reader's Digest.
CTBS--Levels F-J Paragraph Development		Provide reading selections that describe natural phenomena such as storms, floods, earthquakes and the consequences of these events. Have students describe these sequences in their own words.	Kit: Finding the Sequence. Reading Comprehension Educational Insights.
	2. Identifies time phrases in an appropriate reading selection, e.g., tomorrow, after this, next, yesterday, before this, in the meantime.		SER, Comprehension, Levels 1-19.

STRAND Comprehension SUBJECT Reading

LEARNING Summarizing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
82. Makes a statement that summarizes a short reading selection. (2:M, 2:#) (PT 3:9, 5:16) CTBS--Levels A-B Oral Comprehension	1. Listens to a short reading selection and verbally summarizes it. 2. Reads a short selection and makes a written statement summarizing it.		Skill Builders. Reader's Digest. (E, M, H)
83. Summarizes information presented in a variety of formats. CTBS--Levels A and B, Oral Comprehension	1. Watches a TV show and summarizes what happened, first verbally, then in written form. 2. Listens to a recorded library selection and summarizes it verbally, then, in written form. 3. Reads an article in a newspaper, summarizes it verbally, then, in written form.		Recorded materials B, from Library for the Blind and Physically Handicapped. See ECE Teachers' Handbook. (E, M, H) SER, Comprehension, Levels 7-19.

STRAND Comprehension SUBJECT Reading

LEARNING Summarizing COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
84. Summarizes information from a variety of literary forms. CTBS--Levels D-J Reading Comprehension (PT 8:11)	1. Listens to various literary forms, e.g., poetry, prose, plays, biographies, and verbally summarizes the content.		
	2. Reads various literary forms, e.g., poetry, prose, plays, biographies and summarizes the content in written form.		SER, Comprehension, Levels 7-19.

STRAND Comprehension SUBJECT Reading

LEARNING Cause/Effect COURSE

VOCABULARY cause, effect

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
85. Discusses possible effects of a given cause. (3:M, 3:#) (PT 5:20, 8:17, HS:15) CTBS--Levels D-J Reading Comprehension	1. Comments on various effects of a given cause as outlined by teacher. 2. States cause/effect relationship in a given reading selection.	Show the students a picture of an event that has occurred, e.g., car accident. Tell a short story about the picture and list several effects. Have the students select the most probable one.	JCPS. Reading Curriculum for Hearing Impaired Students. Appendix C, "Cause and Effect Pictures." (E) SER, Comprehension, Levels 8-19. Engelmann and Osborn. Reading Mastery Distar. Level III, Lessons 13-140. SRA. (E)
86. Identifies possible cause of given effect. (4:M, 4:#) (PT 5:20, 8:17, (HS:15) CTBS--Levels D-J	1. Selects, from given list, appropriate cause for stated effect. 2. States plausible cause for a given outcome in reading selection.	Talk about the results of current events, e.g., riots, elections, crime, discussing in terms of effects due to the cause(s).	Skill Builders. Reader's Digest. (E) Newspaper articles Headway Program. Open Court. (E, M) SER, Comprehension, Levels 8-19.

STRAND Comprehension SUBJECT Reading

LEARNING Cause/Effect COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
87. Identifies chain of events leading to ultimate action. (11:I, 11:#) (PT 8:17) CTBS--Levels D-J Reading Comprehension	1. States effect for given chain of events. 2. Describes events which precipitated a given outcome in a reading selection. 3. Writes list of events leading to given action(s).	Direct the discussion about current events and focus on identifying a chain of events.	Finding Cause and Effect. Reading Comprehension Kits. Educational Insights. Newspaper articles SER, Comprehension, Levels 8-19.

STRAND Comprehension SUBJECT Reading

LEARNING Inferences COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
88. States ideas inferred from stories. (1:I) (PT HS:10) CTBS--Levels A and B, Oral Comprehension Levels D-J Reading Comprehension	1. States the inferred ideas after <u>listening to</u>-- sentences, paragraphs, short reading selections.	Play "What's My Occupation?" Have each student choose a picture representing a vocational occupation. The class asks the presenter questions about the worker and tries to guess the occupation within a time limit. If the class is unable to identify the occupation, the presenter may show his/her picture to the class and tell about it.	Various library books Appropriate textbooks Teacher-selected pictures of occupations <u>SER</u>, Comprehension, Levels 2-19.
		Read short selections from sources at student's interest levels.	<u>Reader's Digest</u> magazines. Newspapers Sports magazines Short stories
CTBS--Levels D-J Reading Comprehension	2. States the inferred ideas after <u>reading</u>-- sentences, paragraphs, stories.	Have students read a sentence or paragraph, review a play, film, or filmstrip. Ask the students to infer setting and time from details in the story.	<u>Skill Builders</u>. <u>Reader's Digest</u>. (E, M, H)

STRAND Comprehension SUBJECT Reading

LEARNING Inferences COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		Have student read a passage or poem and identify the tone, mood, and purpose from statements within the material.	Kit: Making Inferences. Reading Comprehension Educational Insights
89. Identifies clues to support given inferences. (2:M, 2:#) (PT 3:12) CTBS--Levels 2-B Oral Comprehension CTBS--Levels D-J Reading Comprehension	1. Listens to a passage read aloud and verbally identifies clues to support given inferences from-- sentences, paragraphs, short reading selections. 2. Reads and states the clues which support given inferences from-- sentences, paragraphs, short reading selections.		Keytext Reading Program. Economy. (M, H) Workbook: Raining Cats and Dogs. Dormac. SER, Comprehension, Levels 2-19.

STRAND Comprehension SUBJECT Reading

LEARNING Inferences COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
90. Identifies inferential statements in reading selections. (PT HS:11) CTBS--Levels F-J Paragraph Development CTBS--Levels A-B Oral Comprehension	1. Listens to reading selection and orally identifies inferential statements. 2. Reads a selection and identifies inferential statements in writing.		Kit: Making Inferences. Reading Comprehension Educational Insights (E, M, H) SER, Comprehension, Levels 2-19.

STRAND Comprehension SUBJECT Reading

LEARNING Analyzing Characters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
91. Gives physical description of characters based on story. (K:1)	1. Describes character from picture stimulus.	Have the student point to pictures to illustrate the emotions described. Using the same or similar pictures, ask the student to describe the emotions depicted.	ALPHA. English III, Short Stories/Novels.
	2. Describes character from information in story.	Have students organize (in groups) information in story relevant to characters. Describe characters, using this information.	

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STRAND Comprehension SUBJECT Reading

LEARNING Analyzing Characters COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
92. Describes personalities of characters in reading selection and gives reasons to support conclusions. (2:R, 2:#) (PT HS:13)	1. Identifies main character(s) in reading selections.		
	2. Answers questions about character(s): How does (s)he feel? Why did (s)he do this? What kind of person is (s)he?	Have student read a comic strip with the correct intonation. Ask the student to describe the feelings of the character.	Hill, Randall C. Superstars Series. Steck-Vaughn Co. (M, H)
CTBS--Levels C-J Reading Comprehension	3. Selects words from reading passage which describe the personality of the character(s).		
	4. Makes short statement about personality of character(s) in reading selection.		

STRAND Comprehension SUBJECT Reading

LEARNING Analyzing Characters COURSE

VOCABULARY person, personality, personal, character

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
93. Discusses feelings/attitudes evoked in reader by traits/actions of story characters. (6:M, 6:#) (PT 8:15)	1. Answers questions about personal feelings toward story character(s).		Engelmann and Osborn. Distar Reading Series. Level III, Lessons 13-140.
CTBS--Levels C-J Reading Comprehension			Keys to Reading Series. Economy. (M, H)
			SER, Comprehension, Levels 1-19.
	2. Writes short paragraph with supporting statements offering opinion of character.		

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STRAND Comprehension SUBJECT Reading

LEARNING Drawing Conclusions/Predicting Outcomes COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
94. Describes plausible conclusions based H) on given facts. (K:I) (PT 3:13, 8:13)	1. States conclusions after listening to the reading of-- a sentence, a paragraph, a short selection.		Drawing Conclusions. Specific Skill Series. Barnell Loft. (E, M, SER, Comprehension, Levels 2-19.
CTBS--Levels A & B Oral Comprehension	2. States conclusions after reading-- a sentence, a paragraph, a 300-word passage.		Headway Program. Open Court.
95. Predicts outcome of "if . . . then" situations in daily life. (9:R, 9:#)	1. Listens to a historical "if-then" situation and orally relates the outcome.		
CTBS--Levels D-J Reading Comprehension	2. Describes own personal "if-then" situation and orally relates the outcome.		SER, Comprehension, Levels 2-19.
	3. Reads about a daily life "if . . . then" situation and predicts the outcome.	Have students make oral or written statements such as, "If people do not have jobs, they _____."	Newspapers Reader's Digest magazines. Cookbooks

STRAND Comprehension SUBJECT Reading

LEARNING Drawing Conclusions/Predicting Outcomes COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
96. Predicts outcome of hypothetical situation in reading selection. (PT 5:18, 8:13)	1. Identifies stated/inferred clues to outcomes of short selections. 2. Predicts outcome after reading-- a sentence, paragraph, multi-paragraph composition, short story.	Base lesson materials on information familiar to the student; gradually advance to hypothetical situations that are unfamiliar.	Kit: Drawing Conclusions and Predicting Outcomes. Reading Comprehension. Educational Insights. SER, Comprehension, Levels 2-19.

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STRAND Comprehension SUBJECT Reading

LEARNING Reality vs. Fantasy/Opinion vs. Fact COURSE

VOCABULARY real, make-believe

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
97. Identifies pictures as real or make-believe. (K:I)	1. Looks at group of pictures of real things and states that they are real. 2. Looks at group of pictures of make-believe things and states that they are make-believe. 3. Looks at group of pictures of real and make-believe things and indicates which are real and which are make-believe.	Bring in a selection of Dali prints. Have each student describe one picture to the class without showing the picture. Have the student tell why and how each picture is make-believe.	Teacher-selected Dali prints (suggested source: Louisville Free Public Library) (M, H) Pictures of "animal people" from Walt Disney books, Mother Goose Tales, or Wind in the Willows by Kenneth Grahame. (E) Engelmann and Osborn. Reading Mastery: Distar. Level III, Lessons 13-140. (E, M) SER, Comprehension, Level 3.

STRAND Comprehension SUBJECT Reading

LEARNING Reality vs. Fantasy/Opinion vs. Fact COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
98. Explains why a described situation is real or fanciful. (2:R) Brigance: Green--Readiness CTBS--Levels E-J Reading Comprehension	1. Listens to a real situation and tells why it is real.	Play "Can This Happen?" Prepare cards of things that can happen and some that cannot happen. Each student picks a card and reads it to the class. The class must tell if it can happen or if it can't, e.g., sewing with a nail; eating with your toes. Use higher level concepts for older students.	Teacher-selected filmstrips (E, M, H) Headway Program. Open Court. (E, M)
	2. Listens to a fanciful situation and tells why it is not real.		Practice Pads. Reader's Digest. (M, H)
	3. Listens to both real and fanciful situations, identifies them and supports his/her decision.		SER, Comprehension, Levels 4 and 5. ALPHA. English I, Listening No. 5.

STRAND Comprehension SUBJECT Reading

LEARNING Reality vs. Fantasy/Opinion vs. Fact COURSE

VOCABULARY fact, opinion, bias, propaganda

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
99. Identifies fact/opinion statements in reading selection. (4-5:M, 4-5:#) (PT 5:19, 8:16, HS:14)	1. Reads a selection and identifies which statements are fact and which are opinion.	Read factual statements to the class, e.g., "It rained today." Have students alter the factual statements so that they become opinions, e.g., "I think it might rain today."	Skill Builders. Reader's Digest.
CTBS--Levels F-J Reading Comprehension	2. Reads a selection and tells why statements are fact or opinion.	Have students read several opinion statements and tell why they are statements of opinion and who would be best qualified to voice such opinions.	SER, Comprehension, Levels 13-16. Engelmann and Osborn. Reading Mastery: Distar. Level III, Lessons 83-140.
	3. Reads a selection and indicates the author's bias.	Review art critic, editorial, personal advice columns from newspapers.	News magazines, papers
	4. Reads a selection and identifies various propaganda techniques used, e.g., bandwagon, testimonials, name-calling, lies or half truths, appeal to emotion rather than intellect.	Have students read some advertisements along with factual information. Have the students describe the propaganda techniques.	Advertisements from magazines, newspapers, TV

STRAND Comprehension SUBJECT Reading

LEARNING Reality vs. Fantasy/Opinion vs. Fact COURSE

VOCABULARY fact, opinion, bias, propaganda

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
		Video-tape different situations with students acting out the parts when possible. Show the tape to the class. Have the class identify the situations where propaganda is being used. Video tape TV commercials and analyze in the classroom.	Newspaper in the Classroom, Teacher's Manual. Courier-Journal, and Louisville Times Newspapers. SER, Comprehension, Level 18.

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STRAND Comprehension SUBJECT Reading

LEARNING Figurative Language COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
100. Selects picture or sentence that represents a given simile. (3:I, 4:M) (3-4:#) (PT 5:21)	1. Selects, from a group of pictures, one that represents a simile, e.g., "cheeks like roses."		Workbooks: Auslin, Myra. Hold Your Horses. Dormac. (E, M, H)
			_____. Raining Cats and Dogs. Dormac. (E, M, H)
	2. Selects, from a group of sentences, one that expresses a simile.		SER, Comprehension, Level 12.

STRAND Comprehension SUBJECT Reading

LEARNING Figurative Language COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
101. Identifies meaning of figures of speech. (4:I, 4:#) (PT 8:18, HS:16) CTBS--Levels F-J Reading Comprehension	1. Identifies meanings of different figures of speech given orally-- metaphor hyperbole idiom personification ellipsis cliché metonymy	Make several statements which include figures of speech. Ask the student to choose the proper meaning, e.g., "Sara's father was a famous baseball player." After Sara hit a homerun, her coach said, "Sara, you're a chip off the old block" Sara's coach meant-- You're a blockhead like your father. You have the same ability to play baseball as your father.	Reading Success Series, Score 3-6. Weekly Reader Skill Books. JCPS. EIP Reading Skills Packet 15: Figurative Language. See Appendix 3. SER, Comprehension, Levels 13, 14.
	2. Reads different figures of speech and indicates meanings.	First present matching activities, then advance to multiple choice activities.	

STRAND Comprehension SUBJECT Reading

LEARNING Figurative Language COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
102. Interprets meanings of idiomatic expressions in reading selections. (5:M, 5:#) CTBS--Levels E-J Reading Comprehension	1. Reads a selection and indicates meaning of idiomatic expression, e.g., "Monday a week" for "the Monday after next Monday."		Duplicating Masters: Cartoon Comprehension, Levels 2-8. Frank Schaffer. (E) Boning. Supportive Reading Skills. Barnell-Loft. (E, M, H) SER, Comprehension, Level 17. Dale, E., et al. Techniques of Teaching Vocabulary. Benjamin-Cummings Publishing Co., 1971. (T)

STRAND Comprehension SUBJECT Reading

LEARNING Comparing and Contrasting COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
103. Describes differences in persons or situations in reading selections. (4:I) CTBS--Levels C-J Reading Comprehension	1. Compares two characters in a reading selection. 2. States contrasting facts about characters in a reading selection.	Have students list selected story characters and chart differences according to factors such as physical characteristics, age, jobs, home settings, ethnic backgrounds. Have students compare characteristics/actions/ intentions of similar characters from books by different authors, e.g., heroes, heroines, villians, protagonists, antagonists, supporting characters.	SER, Comprehension, Levels 12, 14. Skill Builders. Reader's Digest. (E, M, H)
104. Describes similarities among objects, personalities, or situations in reading selections. (5:M) (PT HS:17)	1. States similarities described in reading selection. 2. States similarities inferred from reading selection.	Direct students to make a chart containing one column for how characters are alike and another column for how they are different.	Practice Pads. Reader's Digest. (E, M, H) SER, Comprehension, Levels 12 and 14.

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STRAND Comprehension SUBJECT Reading

LEARNING Comparing and Contrasting COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
105. Compares/ contrasts reading materials within various subject areas. (PT 8:19)	1. Compares/contrasts writing content/style/format: Examples: Description of an area in a geography text vs. a travel narrative vs. a poem Social studies vs. National Geographic magazine article Graphs/charts/maps in the areas of math, science, geography Science text article on animals vs. nature magazine vs. newspaper sporting accounts Dialogue in a play vs. a narrative.		Content area materials appropriate to the conceptual level of the student SER, Comprehension, Levels 12 and 14.
106. Compares/ contrasts intent of reading materials within a subject area. (PT HS:12, 8:14)	1. Compares/contrasts style-- factual vs. allegorical didactic vs. humorous. 2. Compares/contrasts content-- current vs. historical informing vs. entertaining. 3. Identifies author's purpose for writing the selection.		

STRAND Comprehension SUBJECT Reading

LEARNING Following Written Directions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
107. Follows simple one- or two-word written directions.	1. Reads a test page, sees the direction "stop" at the bottom, and does not go on.	Give student tape recorder or small appliance with directions on how to push the correct buttons for operation.	Following Directions. Specific Skill Series. Barnell Loft. (E, M, H)
Brigance: Green-- G1, 2 Brigance: Red-- D-2 CTBS: All levels	2. Reads words on doors (push, pull), on small appliances (turn, pull, push), and on radio or television set.		Practice Pads. Reader's Digest. Roderman, Winifred. Reading and Following Directions. Janus Book Pubs, 1978. (M, H) Reading Mastery: Distar. Levels II and III, Workbook Lessons. (E, M)

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STRAND Comprehension SUBJECT Reading

LEARNING Following Written Directions COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
108. Follows written directions in a sentence.	1. Reads a sentence stating one thing to do and does it correctly.	Distribute copies of a picture to be colored. On the chalkboard write directions, e.g., "color the tree green, the house red." Students follow directions.	
	2. Reads two sentences containing directions and follows them correctly in the proper order.	Directions can be recorded for independent work.	
109. Follows more complex written directions in a paragraph.	1. Reads a paragraph containing three or more directions.	Have students read a paragraph containing three or more directions, e.g., "Turn to page 22, do questions 3, 6 and 9, leaving a space between each answer."	Headway Program. Open Court. (E, M)

STRAND Braille Reading SUBJECT Reading

LEARNING Tactual Readiness COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
110. Identifies fine similarities/ differences in texture of objects APH--Roughness	1. Identifies small familiar objects by touch. 2. Identifies fine similarities/differences in texture of objects by touch.	Present students with a variety of objects for verbal labeling. Provide a variety of materials for students to describe.	Coins, paper clips, toothpick, needle, pin fabrics, toys, blocks, shapes Puzzles, Form - Board Kit. American Printing House for the Blind. (APH) The Game of Squares. (APH)
111. Traces left (L) to right (R) across page with fingers. 112. Uses APH Tactual Discrimination work sheets.	1. Finds/identifies left/right sides of page in book. 2. Finds/identifies small raised geometric shapes while moving fingers from left to right across a page. 3. Traces a line of full cell braille dots across the page (left to right) with first 2 fingers of both hands.	Give students practice in moving index fingers across the page, identifying what is being felt.	Patterns. Levels I-III. Touch and Tell, Books 1-3. (APH) Braille catalog See Appendix 43, Braille Materials.

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STRAND Braille Reading SUBJECT Reading

LEARNING Word Identification COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
113. Tracks left-right (L-R) top to bottom, using correct hand positions.	1. Finds/identifies top/bottom of a page in a book. 2. Tracks L-R across braille line and locates next line. 3. Tracks L-R across braille; continues down page, top to bottom.	Give students practice in moving fingers across the page left to right and back, continuing down the page.	Braille page Touch and Tell, Books 1-3.
114. Recognizes one-cell upper word signs.	1. Recognizes letters of the alphabet. 2. Identifies upper whole word signs. 3. Identifies part word upper cell sign in a word.	Give students practice in reading letters and words in a variety of instructional materials. Write the letters and words on the Perkins braille writer.	Patterns, Levels I-III. Perkins braille writer, braille paper. See Appendix 42, Items 1-4.
115. Reads one-cell lower part word and lower whole word signs.	1. Identifies lower whole word signs. 2. Identifies lower part word signs.	Give students practice in reading sentences with upper- and lower-case cells.	Patterns, children's stories Braille catalog (APH) Appendix 42, Items 5, 6 and 20.
116. Reads short form words.	1. Identifies and reads short form words a-b in sentences. 2. Identifies and reads short form words c-i in sentences. 3. Identifies and reads short form words l-s in sentences. 4. Identifies and reads short form words t-y in sentences.	Give students practice in reading braille signs when presented in a variety of materials.	Patterns, fictional books, flash cards. Braille catalog (APH) See Appendix 42, Items 7-10, 20.

STRAND Braille Reading SUBJECT Reading

LEARNING Punctuation COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
117. Reads appropriately sentences using periods, question marks, or exclamation marks.	1. Recognizes and responds appropriately to capitalization. 2. Repeats same statement using question mark. 3. Repeats same statement using comma. 4. Repeats same statement using exclamation mark.	Teach students to recognize capitalization, sign, question mark, comma, exclamation mark and to read sentences appropriately.	A variety of braille sentences Braille words (APH) See Appendix 42, Item 17.
118. Identifies punctuation marks within sentences.	1. Identifies and responds appropriately to colon and semi-colon in a sentence. 2. Identifies and responds appropriately to dash and hyphen in a sentence. 3. Identifies and responds appropriately to quotation marks in a sentence. 4. Identifies and responds appropriately to parentheses and brackets in a sentence. 5. Identifies signs for italics, bar, asterisk, and accent.	Be sure that the student recognizes punctuation marks and reads sentences according to these marks.	A variety of braille sentences See Appendix 42, Item 17.

STRAND Braille Reading SUBJECT Reading

LEARNING Punctuation COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
119. Identifies letter signs and double capital signs in brailled materials.	1. Identifies letter sign. 2. Identifies double capital.	Have students practice reading letter sign and capital sign in words.	Braille writer, teacher-made flash cards
120. Identifies # sign and numerals in brailled materials.	1. Identifies number signs. 2. Recognizes numerals 1-10.	Be sure that the student recognizes number signs and numerals.	Braille material containing numerals "Ten Spot" Game (APH) See Appendix 42, Items 18, 19.

STRAND Braille Reading SUBJECT Reading

LEARNING Reading Sentences COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
121. Reads simple sentences using upper-part word signs.	1. Reads simple sentences using uncontracted one-syllable words. 2. Reads simple sentences using upper-whole word signs. 3. Reads simple sentences using upper-part word signs.	Give students practice in reading sentences.	Patterns, a variety of braille books. Braille Words. (APH) Braille Catalog (APH) See Appendix 42, Item 20.
122. Reads dots 5, 4-5, 4-5-6, two-cell whole word letter signs in a sentence.	1. Identifies and reads Dot-5 two-cell whole word letter signs in a sentence. 2. Identifies and reads Dots 4-5, two-cell whole word letter signs in a sentence. 3. Identifies and reads Dots 4-5-6 two-cell whole word letter signs in a sentence.	Give students practice in reading two-cell signs in sentences.	See Appendix 42, Items 11-13.

STRAND Braille Reading SUBJECT Reading

LEARNING Reading Sentences COURSE

VOCABULARY

OBJECTIVE	TASK ANALYSIS	ACTIVITIES	MATERIALS
123. Reads braille sentences smoothly. APH Braille Code Recognition	1. Identifies and reads two-cell final letter signs in a word. 2. Identifies and reads two-cell final letter signs in words. 3. Identifies and reads lower whole-word signs in sentences. 4. Reads a simple sentence using upper-whole word signs, uncontracted one-syllable words and one-cell upper-word signs. 5. Reads braille sentences smoothly.	Give students practice in reading braille material with an even flow and without pressing the dots down.	A variety of braille materials Dolch Words (Braille) APH Braille Catalog See Appendix 42, Items 14-16.

APPENDICES FOR ECE CURRICULUM K-12: READING

1. Survival Words
2. Dolch Basic Sight Vocabulary
3. Figurative Language
4. Regular Sounds of Consonants
5. Vowels Following "R" Controllers
6. Long Sounds of Vowels
7. Short Sounds of Vowels
8. Irregular Sounds of Vowels
9. a. Beginning blends
   b. Ending blends
10. a. Irregular Vowel Sounds (Diphthongs)
    b. Vowel Digraphs
11. Consonant Digraphs
12. a. Syllabication Rules
    b. Six Syllable Classes
    c. Double Vowel Syllables
13. Spelling Rules
14. a. Abbreviations
    b. Abbreviations (states)
15. Acronyms
    a. Abbreviations Used as Acronyms
    b. Abbreviations Used in ECE
16. Contractions
17. Homonyms
18. Compound Words
19. Suffixes
10. Prefixes
21. Accenting
22. Hyphenated Words
23. Nouns
24. a. Verbs
    b. Verb Tense, Subject-Verb Agreement
    c. Irregular Verbs
25. Adjectives
26. Pronouns
27. Adverbs
28. Prepositions
29. Conjunctions
30. Interjections
31. Summary of Parts of Speech
32. Sentence Concepts
33. Capitalization Rules
34. Punctuation Rules
35. Revising a First Draft
36. Editing
37. Test Taking
38. Work/Study Schedule
39. a. Study Guides
    b. Multiple Recitation
40. Assessment Instruments
41. Publisher's List
42. Using Braille
43. Braille Materials

Appendix 1--Daily Living Words

SURVIVAL WORDS

Words Associated with Dangerous Situations

Beware
Beware of Dog
Bridge Out
Caution
Combustible
Condemned
Contaminated
Danger
Dangerous Curve
Deep Water
Deer (Cattle) Crossing
Do Not Cross, Use Tunnel
Do Not Crowd In
Do Not Inhale Fumes
Don't Walk
Dynamite
Explosives
External Use Only
Flooded
Four-Way Stop
Hands Off
High Voltage
Inflammable, Flammable
Keep Away, Keep Off, Keep Out
Live Wires
Look Out for the Cars (Trucks)
Not for Internal Use
Poison, Poisonous, Noxious
Antidote
Polluted
Prohibited
Safety First
School Zone
Shallow Water
Slide Area
Slippery When Wet
Steep Grade
Stop, Stop Ahead, Stop for Pedestrians
Thin Ice
Warning
Watch for Low Flying Aircraft
Watch Your Step
Winding Road
Yield, Yield Right of Way

Words Associated with Information

All Cars (Trucks) Stop
Ask Attendant for Key
Beware of Cross Winds
Bus Only
Close, Closed
Construction, Construction Zone
Curve
Dead End
Detour
Dim Lights
Dip
Do Not Block Walk (Driveway)
Do Not Enter
Do Not Freeze
Do Not Push
Do Not Shove
Do Not Stand Up
Do Not Use Near Heat
Do Not Use Near Open Flame
Falling Rocks
Fire Alarm
Fire Extinguisher
Floods When Raining
Gasoline
Go Slow
Help
In, Out
Instructions
Junction
Keep Closed at All Times
Keep Off (the Grass)
Keep to the Left (Right)
Left, Right
Lane Ends
Last Chance for Gas
Left Lane Must Turn Left
Left Turn on This Signal Only
Left Turn Only
Listen
Look
Lost, Found
Mechanic on Duty
Men Working
Merge Left (Right)
Merging Traffic
M.P.H.
Next
Next Window (Gate)
No Admittance
No Checks Cashed
No Credit
No Diving
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Left Turn
No Loitering
No Minors
No Parking
No Passing
No Right Turn
No Right Turn on Red Light
No Spitting
No Swimming

Words Associated with Information (continued)

No Standing
No Stopping
No Touching
No Trespassing
No Turns
No "U" Turns
Not a Through Street
One Way--Do Not Enter
Open
Out of Order
Pavement Ends
Pedestrians Prohibited
Post No Bills
Posted
Private
Proceed at Your Own Risk
Pull, Push
Put on Chains
Private Property
R.R.
Resume Speed
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
School Stop
Shelter
Slow Down
Slower Traffic Keep Right
Smoking Prohibited
Speed Checked by Radar
Step Down (Up)
Stop Motor
Stop When Occupied
Terms Cash
This End Up
This Lane May Turn Left
This Road Patrolled by Aircraft
This Side Up
Three Way Light
Turn Off
Use Before (Date)
Use Low Gear
Use in Open Air
Use Other Door
Violaters Will Be Prosecuted
Wait, Walk
Wanted
Wet Paint

Words Associated with People or Places

Adults Only
Airport
Barber
Bridge Underpass
Bus Station, Bus Stop
Cashier
Dentist
Doctor
Elevator
Emergency Exit
Employees Only
Entrance
Exit Only
Fallout Shelter
Fire Escape
First Aid
Freeway
Gate
Garage
Hospital, Hospital Zone
Information
Inspection Station
Loading Zone, Unloading Zone
Military Reservation
No Smoking Area
Name
Nurse
Office
One Way Street
Park
Playground
Police, Police (Station)
Post Office
Private Road
Railroad Crossing, Railroad Station
Rest Rooms
  Boys Men Ladies
  Girls Women Gentlemen
Safety Zone
School Crossing
Street
Taxi Stand
Telephone
Town
Traffic Circle
Truck Route

APPENDIX 2--DOLCH BASIC SIGHT VOCABULARY OF 220 SERVICE WORDS[1]

A.
a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

B.
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

C.
call
came
can
carry
clean
cold
come
could
cut

D.
did
do
does
draw
done
don't
down
drink

E.
eat
eight
every

F.
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

G.
gave
get
give
go
goes
going
good
got
green
grow

H.
had
has
have
he
her
help
here
him
his
hold
hot
how
hurt

I.
I
if
in
into
is
it
its

J.
jump
just

K.
keep
kind
know

L.
laugh
let
light
like
little
live
long
look

M.
made
make
many
may
me
much
must
my
myself

N.
never
new
no
not
now

O.
of
off
old
on
once
one
only
open
or
our
out
over
own

P.
pick
play
please
pretty
pull
put

R.
ran
read
red
ride
right
round
run

S.
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

T.
take
tell
ten
thank
that
the
their
then
them
there
to
today
together
too
try
two
try
two
these
they
think
this
those
three

U.
under
up
upon
us
use

V.
very

W.
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

Y.
yellow
yes
you
your

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[1]Dolch, E. W. Dolch Basic Sight Vocabulary of 220 Service Words. Champaign, IL: Garrard Publishing Co., n.d. Used with permission

APPENDIX 3--FIGURATIVE LANGUAGE

Figures of speech are expressions in which words do not have their literal meanings. Figures of speech make the language more forceful and give visual images for words. Such phrases may compare two things that are quite different in most ways but are very much alike in one way. Some phrases express contrast rather than comparison.

Figurative language includes the following:

Simile--a comparison expressed by like or as
Example: as dangerous as an angry butterfly

Metaphor--talking about one thing as if it is something else
Example: The moon bravely sailed the sky. (The moon is a ship.)

Personification--comparing lifeless things to persons
Example: The Wind whispered to the trees. (The wind whispers like a person.)

Ellipsis--language that is shortened to make it more vivid
Example: No admittance. (No one will be admitted here.)

Hyperbole--exaggeration which does not deceive but is used for effect
Example: I give you a thousand apologies. (I offer you an apology.)

Metonymy--substituting the name of something closely associated with a thing for its name
Example: She sets a good table. (She is a good cook.)

Cliché--overworked words and phrases
Example: My old man (my father)

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Idiom--a group of words which expresses a meaning different from the literal denotation
Example: to put up with (to tolerate)

APPENDIX 4--REGULAR SOUNDS OF CONSONANTS AND THEIR COMMON SPELLINGS WITH EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(b)	b	bud
	bb	rabbit
(d)	d	did
	dd	add
	ed	billed
(f)	f	fat
	ff	cuff
	gh	laugh
	ph	phone
(g)	g	go
	gg	egg
	gh	ghost
	gue	catalogue
(h)	h	hat, ahead
	wh	whole
(j)	j	jam
	dg	ridge, edge
	d	verdure
	g	tragic
	gg	exaggerate
(k)	c	cat, cook
	cc	account
	ch	Christmas
	ck	rack
	cque	sacque
	k	kind
	lk	folk
	che	ache
(l)	l	land, lily
	ll	dell
	le	stable
(m)	chm	drachm
	gm	paradigm
	m	murmur
	lm	palm
	mb	lamb
	mm	common
	mn	solemn

Appendix 4 (continued)

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(n)	gn	gnome, sign
	kn	knife
	n	no
	nn	manner
	pn	pneumonia
(p)	p	pig, lip
	pp	pepper
(r)	r	run, sir
	rh	rhythm
	rr	sorry
	wr	write
(s)	c	circus
	ce	rice, source
	ps	psychology
	s	say
	sc	scent, science
	sch	schism
	ss	miss, less
(t)	ed	stopped
	ght	sought
	pt	ptomaine
	t	tell, pit
	th	Thomas
	tt	bottom, attack
	bt	debt

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(v)	v	vivid, live
	f	of
	ph	Stephen
	vv	flivver
(w)	w	will
	o	one
	u	quick
(y)	i	opinion
	j	hallelujah
	y	yes, yard
	(l)l	William
	u	union
	ue	cue
(z)	s	has
	sc	discern
	ss	scissors
	x	xylophone
	z	zero, zone
	zz	buzz
	se	because

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APPENDIX 5--VOWELS FOLLOWING "R" CONTROLLERS: COMMON SPELLINGS AND EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(r)	ear	learn
	er	stern
	ir	first
	or	word
	our	journey
	ur	turn
	yr	myrtle
(r)	ar	liar
	er	mother
	ir	elixir
	or	color
	our	colour
	ur	augur
	yr	zephyr

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(er)	ear	near
	eer	deer
	ier	pierce
(ir)	air	pair
	are	dare
	ear	pear, wear
	ere	there
(or)	or	pork
	oar	coarse
	ore	bore
	oor	door
(ar)	ar	hard

APPENDIX 6--LONG SOUNDS OF VOWELS, THEIR COMMON SPELLINGS, AND EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(a)	a-ace	gate, fade
	ai	bail
	ay	day
	ae	Mae
	ei	neighbor, weigh, freight
	ey	they
	ea	great
	e	crepe
	au	gauge
	ao	aorta
	et	filet
(e)	ae	Caesar
	ea	tea, easy
	e, ete	he, evenly, Pete
	ee	bleed
	ei	receive, ceiling, deceive, leisure
	ie	handkerchief, siege
	i	ski
	eo	people
	oe	Phoenix
	ey	money
	ay	quay
	y	healthy

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SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(i)	ai	aisle
	ay	aye
	ei	height
	ey	eye
	i/ice	ice, site
	ie	lie
	igh	high
	uy	buy
	y	sky
	ye	rye
	ui	guide
	eigh	height

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Appendix 6

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(o)	eau	beau
	eo	yeoman
	ew	sew
	o/one	open, bone
	oa	coat
	oh	oh
	oo	brooch
	ou	soul
	ough	though
	ow	low, know
	oe	toe
	au	taupe
(u) = (yu)	ou	youth
	u	union
	ue	cue
	ute	mute

APPENDIX 7--SHORT SOUNDS OF VOWELS, THEIR COMMON SPELLINGS, AND EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(a)	a	and, map
	au	aunt
	ai	plaid
	al	half
(e)	e	led
	ea	steady
	ai	said
	a	any
	u	bury
	ie	friend
	ue	guess
	ay	says
	ae	aesthetic
	ei	heifer
	eo	leopard

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(i)	i	pill
	e	pretty
	ee	been
	ie	sieve, mischief
	u	busy
	ui	build
	ei	weird
	o	women
	a	village
	ea	shear
	y	myth
(o) = (a)	a	watch
	o	pot
	ho	honest
	ea	heart
	ou	bought
(u)	o	come
	oe	does
	ou	trouble
	u	cup
	oo	flood
	u	cup
	a	banana

APPENDIX 8--IRREGULAR SOUNDS OF VOWELS, THEIR COMMON SPELLINGS, AND EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(o)	a	all
	ah	Utah
	al	walk
	au	taught
	aw	law, saw, gnaw
	oa	broad
	ou	bought
	augh	caught
	ough	fought
(u)	o	wolf
	oo	good, wood
	u	full, pull
	ou	should
(u)	eu	maneuver
	ew	threw, few
	ieu	adieu
	o	move
	oe	shoe
	oo	food
	ou	croup, youth
	ough	through
	u	rule, union
	ue	blue
	ui	fruit
	wo	two

APPENDIX 9A--BEGINNING BLENDS IN WHICH EACH CONSONANT SOUND IS HEARD

Blend--A cluster of two or more consonants in which each consonant sound is heard.

Double consonant blend (beginning)

pl-	sk-	thr-
pr-	sm-	shr-
tr-	sn-	sl-
tw-	sp-	sw-
bl-	st-	cl-
br-	gr-	cr-
dr-	fr-	sc-
gl-	fl-	qu-

Triple consonant blend (beginning)

str-	squ-
spl-	scr-
spr-	

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APPENDIX 9B--ENDING BLENDS

Double consonant blend (ending)

-rk	-dr	-lb	-nd	-zk
-ks	-gr	-rd	-pl	-st
-mp	-sm	-rf	-kl	-kt
-pt	-lp	-rn	-bl	-tr
-rm	-rt	-shr	-gl	-sp
-mr	-ft	-lk	-fl	-ngk
-nr	-lt	-rb	-sl	-sk
-pr	-fr	-rg	-lz	-ld
-kr	-lf	-rth	-zm	-ct
-br	-rp	-nt	-lth	

Triple consonant blends (ending)

-mpt	-rj
-mps	-ntth
-mbr	-rch
-str	-skr
-rst	-kst
-ngkl	-jd
-nggl	

APPENDIX 10A--IRREGULAR VOWEL SOUNDS: COMMON SPELLINGS AND EXAMPLES

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(au)	ou	house, loud, out
	ow	now, towel
	ough	bough
(oi)	oy	boy, destroy
	oi	boil, coin
	uoy	buoy
(eyoo)	ew	few

APPENDIX 10B--IRREGULAR VOWEL SOUNDS: VOWEL DIGRAPHS ACCORDING TO THREE READING EXPERTS*

Vowel Digraph--two successive vowels that produce a single vowel sound

Edward Fry		Robert Karlin	Robert M. Wilson
		bread	ea
ea	eat	ea	ea
ee	see	ee	ee
ai	fail	ai	ai
ay	day	ay	ay
oa	coat	oa	oa
ow	own	ow	ow
		caught	
		receive	ei
		weight	
		toe	oe
		look	
		through	
		touch	
		cough	
		soup	
			August
			pie
			few
			true
			ou
			ow
			oi
			oy

*Fry, Edward. Elementary Reading Instruction. McGraw-Hill, Inc., 1977.
Karlin, Robert. Teaching Elementary Reading. Harcourt, Brace, Jovanovich, Inc., 1975.
Wilson, Robert, and Hall, Mary Anne. Programmed Word Attack for Teachers. Charles E. Merrill, 1974.

APPENDIX 11--CONSONANT DIGRAPHS

CONSONANT DIGRAPH--two successive consonant letters which produce a single sound

These consonant digraphs are commonly found at the beginning of a word:

sh-	ph-	sc-
th/th-	kn-	
wh-	wr-	
ch-	gn-	

These consonant digraphs are commonly found at the end of a word:

-sh	-nk	-dge
-th/th	-ph	
-ch	-gn	
-ck	-gh	
-ng	-tch	

SOUND PRONUNCIATION	COMMON SPELLING	EXAMPLE
(ch)	ch	child
	tch	patch
	t	righteous
(hw)	wh	what, when
(ng)	n	ink
	ng	long
	gue	tongue
(sh)	ce	ocean
	ch	machine
	psh	pshaw
	s	sure
	sch	schist
	sc	conscience
	se	nauseous
	sh	she
	si	tension
	iss	issue
	ssi	mission
	ti	nation
	cia	special
	x	anxious
(th)	th	teeth, think, thin
(th)	th	then, bother
	the	breathe
(zh)	g	garage
	s	measure
	z	azure

APPENDIX 12A--SYLLABICATION RULES

A. A one-syllable word is never divided.

B. A compound word is divided between the words that make the compound word (e.g., race/track; trash/can).

C. When a word has a suffix, it is divided between the root and suffix if the suffix has a vowel sound (nox/ious, res/tive).

D. When a word has a prefix, it is divided between the prefix and the root (ad/mit, in/tent).

E. When two or more consonants come between the two vowels in a word, it is usually divided between the first two consonants (e.g., VC/CV: hum/ming, beg/ging).

F. When a vowel is sounded alone in a word, it forms a syllable in itself (e.g., ra/di/o, stu/di/o).

G. When two vowels come together in a word and are sounded separately, divide the word between the two vowels (Cre/ole, i/de/a).

H. When a word ends in -le, preceded by a consonant, the word is usually divided before the consonant (e.g., pad/dle, sam/ple, ma/ple, tur/tle).

I. When dividing two syllable words, divide first before the consonant and sound the word with the appropriate vowel sound; if this does not make a meaningful word, then divide after the consonant and sound the word with the appropriate vowel sound (e.g., ca/per, cab/in, law/yer).

J. Divide before suffixes beginning with ti, ci, si (e.g., na/tion, spa/cious, pa/tience, par/tial).

APPENDIX 12B--THE SIX SYLLABLE CLASSES

(1)	Closed Syllable: (e.g., hat)	A group of letters with one vowel and a consonant at the end--CVC
	Sounding Rule:	The short sound of the vowel is used only in the closed vowel.
(2)	Silent-E Syllable: (e.g., hate)	A group of letters ending with a vowel, consonant, e--VCe
	Sounding Rule:	The long sound of the vowel is used in the silent-E syllable.
(3)	Double vowel syllable: (e.g., seed, heat, braid)	A group of letters that have two vowels together
	Sounding Rule:	Specific sounds for double vowel groups must be learned and used when seen in a double vowel syllable. (See Appendix 12C for examples.)
(4)	R-combination (e.g., car)	A closed syllable with an r after the vowel
	Sounding Rule:	Specific sounds for R-combination vowel groups are used when seen in R-combination syllables.
(5)	Consonant -le syllable: (e.g., circle, purple)	The last syllable of a two or more syllable word; a consonant plus le at the end
	Sounding Rule:	The e at the end of the word is silent; only the consonants are sounded in the C-le syllable.

(6) Open syllable: (e.g., no or data) — A group of letters with one vowel at the end, or a single vowel by itself

Sounding Rule: — The long or schwa sound of the single vowel is used when seen in an open syllable.

In the Schmerler Instructional Sequence (EMC) and the SIMS Program (Minneapolis Public Schools), students learn spelling patterns based on the above syllable classes. Most spelling patterns can be generalized when taught in this format.

APPENDIX 12C--DOUBLE VOWEL SYLLABLES

(The following rules are for teacher reference only; they should be presented to students within the context of the reading instruction program.)

1. Ai is used at the beginning or middle of a double vowel word or syllable and says /ā/. (aid, train)
2. Ay is used at the end of a double vowel word or syllable and says /ā/. (lay, play)
3. Au is used at the beginning of a double vowel word or syllable and says /ô/. (Cause)
4. Aw is used at the end of a double vowel word or syllable or when immediately following an l, n, or er and says /ô/. (straw, drawn)
5. Augh is used in a double vowel word or syllable when t immediately follows the /ô/ sound. (caught)
   Exception: laugh.
6. Eu is used at the beginning or middle of a word or syllable and says /ū/. (Europe)
7. Ew is used at the end of a word or syllable, or when immediately followed by an l, n, or er and says /o͞o/. (blew)
8. Ee is used at the beginning, middle, or end of words and says /ē/. (eel, meet, tree)
9. Ei says /ē/ (receive) or /ā/ (rein).
10. Eigh says /ā/ (neighbor, eight).
11. Ey says /ē/ (turkey) or /ā/ (they).
12. Ea says /ē/ (each) or /e/ (bread) or /ā/ (steak).
13. Triple vowel eau says /ū/ (beauty) or /ō/ (beaux).
14. Ie says /ē/ (piece) or /ī/ (pie).
15. Oi is used at the beginning or middle of a word and says /oo/, (boil).

16. Oy is used at the end of a word or syllable and says /o/ (boy). Exception: oyster.

17. Oa is used at the beginning or middle of a word and says /ō/ (boat).

18. Ow is used at the end of a word or syllable or in a word that ends with an l, n, or er and says /ou/ (now) or /ō/, (snow).

19. Ou has 6 sounds: /ou/ (noun), /ō/ (Four), /o͞o/ (you), /o͝o/ (could), /u͝/ (young), /ur/ (journey).

20. Ough has 5 sounds: /ô/ (bought), /ō/ (dough), /u͝/ (rough), /au/ (drought), /o͞o/ (through).

21. Oo says /o͞o/ (food) or /o͝o/ (wood).

22. Oe is usually used at the end of a word and says /ō/ (toe) or /o͞o/ (shoe).

23. Ui is used in the middle of a word or syllable and says /o͞o/ (fruit).

24. Ue is used at the end of a word or syllable and says /o͞o/ (blue).

APPENDIX 13--SPELLING RULES

Plural Rules

A. The regular way to form the plural of a noun is to add an s to the noun.

B. If a word ends in an -x, -z, -ss, -sh, or -ch, we usually add es (fixes, dresses, peaches).

C. If a word ends in a consonant and y, change the y to i and add -es (skies, fairies, babies).

D. If a word ends in a vowel and y, just add -s (boys).

E. If a word ends in -f or -fe, usually change the -f or -fe to -v and add -es (wolves, leaves, elves).

F. If a word ends in -o, usually just add -s to make the plural (pianos, autos, radios).

G. Some words change their vowels in the plural form; others form irregular plurals.

Changes Vowel Sound	Irregular
cactus--cacti	binoculars--binoculars
foot--feet	clothes--clothes
goose--geese	deer--deer
hippopotamus--hippopotami	grapefruit--grapefruit
man--men	ox--oxen
mouse--mice	pajamas--pajamas
tooth--teeth	pants--pants
woman--women	scissors--scissors
	sheep--sheep
	shrimp--shrimp

Word Ending Rules

A. When a short one-syllable word ends in CVC and the suffix begins with a vowel, usually double the final consonant (e.g., running, hummed, batter).

Word Ending Rules (continued)

B. When a word ends in silent e, drop the e before adding the suffix/ending (baking, taped, latest).

C. When a word ends in y and the suffix/ending begins with anything except i, change the y to i before adding the suffix (happiness, funnier, trying, spying).

D. When the accent falls on the last syllable of a root of more than one syllable, double the consonant before adding a suffix only if the accented syllable in the new word is the same. Example:

confer (accent last syllable)
confer + ed = conferred (accent retained, consonant doubled)
confer + ence = conference (accent shifted)

prefer (accent on last syllable)
prefer + ing = preferring (accent retained, consonant doubled)
prefer + able = preferable (accent shifted, consonant not doubled)

-Cede, -Ceed, and -Sede Rules

Only one English word ends in -sede (supersede); only three words end in -ceed (exceed, proceed, succeed); all other words of this category end in -cede.

Ie and ei Rules

A. Write ie when the sound is e, except after c.

Examples: believe, field, niece, ceiling, receive, conceit
Exceptions: seize, leisure, either, neither, weird

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B. Write ei when the sound is not e, especially when the sound is a.

Examples: freight, weigh, reign, neighbor, forfeit, height
Exceptions: friend, mischief, conscience

APPENDIX 14A--COMMON ABBREVIATIONS

Louisville (Lou.)
County (Co.)
Commonwealth (Comm.)
Post Office (P.O.)

millimeter (mm)
centimeter (cm)
meter (m)
liter (l)
gram (gm)
kilometer (km)

inch (in.)
foot (ft.)
yard (yd.)
mile (mi.)
acre (ac.)

ounce (oz.)
pound (lb.)
cup (c.)
pint (pt.)
quart (qt.)
gallon (gal.)
peck (pk.)
bushel (bu.)
teaspoon (tsp.)
tablespoon (tbsp.)

square (sq.)
weight (wt.)
square foot (sq.ft.)
cubic foot (cu.ft.)

temperature (temp.)
degrees Fahrenheit (°F)
degrees Celsius (°C)

week (wk.)
month (mo.)
year (yr.)
date of birth (D.O.B.)

company (co.)
book (bk.)
chapter (ch.)
section (sec.)
part (pt.)
building (bldg.)
room (rm.)
apartment (apt.)

account (acct.)
credit (cr.)
merchandise (mdse.)
balance (bal.)
number (no.)
tax (tx.)
produce (prod.)
license (lic.)

Agent (Agt.)
Attorney (Atty.)
Captain (Capt.)
Colonel (Col.)
Doctor (Dr.)
Engineer (Engr.)
General (Gen.)
Governor (Gov.)
Junior (Jr.)
Lieutenant (Lt. or Lieut.)
Mister (Mr.)
President (Pres.)
Professor (Prof.)
Reverend (Rev.)
Senator (Sen.)
Senior (Sr.)
Sergeant (Sgt.)
Superintendent (Supt.)
Treasurer (Treas.)

for example (e.g.)
that is (i.e.)
namely (viz.)

Sunday (Sun.)
Monday (Mon.)
Tuesday (Tues.)
Wednesday (Wed.)
Thursday (Thur.)
Friday (Fri.)

Saturday (Sat.)
January (Jan.)
February (Feb.)
March (Mar.)
April (Apr.)
August (Aug.)
September (Sept.)
October (Oct.)
November (Nov.)
December (Dec.)

Avenue (Ave.)
Boulevard (Blvd.)
Circle (Cir.)
Court (Ct.)
Drive (Dr.)
Highway (Hwy.)
Lane (Ln.)
Park (Pk.)
Parkway (Pkwy.)
Place (Pl.)
Plaza (Pl.)
Road (Rd.)
Street (St.)
Square (Sq.)
Terrace (Terr.)

APPENDIX 14B--ABBREVIATIONS OF STATES

Alabama	AL	Kentucky	KY	Oklahoma	OK
Alaska	AK	Louisana	LA	Oregon	OR
Arizona	AZ	Maine	ME	Pennsylvania	PA
Arkansas	AR	Maryland	MD	Puerto Rico	PR
California	CA	Massachusetts	MA	Rhode Island	RI
Canal Zone	CZ	Michigan	MI	South Caroiina	SC
Colorado	CO	Minnesota	MN	South Dakota	SD
Connecticut	CT	Mississippi	MS	Tennessee	TN
Delaware	DE	Missouri	MO	Texas	TX
District of Columbia	DC	Montana	MT	Utah	UT
Florida	FL	Nebraska	NE	Vermont	VT
Georgia	GA	Nevada	NV	Virginia	VA
Hawaii	HI	New Hampshire	NH	Virgin Islands	VI
Idaho	ID	New Jersey	NJ	Washington	WA
Illinois	IL	New Mexico	NM	West Virginia	WV
Indiana	IN	New York	NY	Wisconsin	WI
Iowa	IA	North Carolina	NC	Wyoming	WY
Kansas	KS	North Dakota	ND		
		Ohio	OH		

APPENDIX 15A--ACRONYMS

Acronym--a word formed from the initial letter or letters of the successive parts of a compound term

BENELUX (nations)	Belgium, Netherlands, Luxembourg
CONELRAD	Control of Electromagnetic Radiation
ERIC	Educational Resources Information Center
FAPE	Free and Appropriate Public Education
GESTAPO	Geheime Staats Polizei
JATO	Jet Assisted Take Off
LORAN	Long Range Navigation
NASA	National Aeronautics and Space Administration
NATO	North Atlantic Treaty Organization
NAZI	Nati(onalsozialist)
NOW	National Organization of Women
RADAR	Radio Detecting and Ranging
SCUBA	Self-contained Underwater Breathing Apparatus
SEATO	Southeast Asia Treaty Organization
SNAFU	Situation normal all fouled up
SONAR	Sound navigation ranging
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WAC	Women's Army Corps
WASP	White Anglo Saxon Protestant

APPENDIX 15B--ACRONYMS/ABBREVIATIONS

ABC	American Broadcasting Corporation
A.D.	Anno Domini
a.m.	ante meridiem
BA	Bachelor of Arts
BC	Before Christ
BSA	Boy Scouts of America
BTU	British Thermal Unit
CBS	Columbia Broadcasting System
CO_2	Carbon Dioxide
COD	Cash on Delivery
CPU	Central Processing Unit
CSA	Confederate States of America
CST	Central Standard Time
D.C.	District of Columbia
DDM	Doctor of Dental Medicine
DJ	Disc Jockey
DOA	Dead on Arrival
e.e.g.	electroencephalogram
e.k.g.	electrocardiogram
ESEA	Elementary and Secondary Education Act
EST	Eastern Standard Time
ETA	Estimated Time of Arrival
ETS	Educational Testing Service
FAA	Federal Aviation Agency
FBI	Federal Bureau of Investigation
GI	Government Issue
GSA	Girl Scouts of America
H_2O	Water
IMC	Instructional Materials Center
Inc.	incorporated
IQ	intelligence quotient
KET	Kentucky Educational Television
KP	Kitchen Police
LP	Long Playing
LPN	Licensed Practical Nurse
MD	Medical Doctor
MO	Modus Operandus
MS	(Title used instead of Mrs. or Miss)
MS	Master of Science
NBC	National Broadcasting Company
NAACP	National Association for the Advancement of Colored People
NET	National Educational Television
NPR	National Public Radio
PhD	Doctor of Philosophy
p.m.	post meridiem
PO	Post Office
PTA	Parent Teacher Association
RN	Registered Nurse
ROTC	Reserve Officer's Training Corps
rpm	revolutions per minute
RR	railroad
TV	Television
TVA	Tennessee Valley Authority
UK	United Kingdom, University of Kentucky
USA	United States of America
USA	United States Army
USAF	United States Air Force
USMC	United States Marine Corps
USN	United States Navy
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

APPENDIX 15C--COMMON ABBREVIATIONS/ACRONYMS USED IN EXCEPTIONAL CHILD EDUCATION

AACLD	Association for Adults and Children with Learning Disabilities
AAMD	American Association on Mental Deficiency
AARC	Administrative Admissions and Release Committee
ABIC	Adapted Behavior Inventory for Children
ANSI	American National Standards Institute
APA	American Psychological Association; American Psychiatric Association
APE	Adapted Physical Education
APGA	American Personnel and Guidance Association
APH	American Printing House for the Blind
ARC	Association for Retarded Citizens
ARC	Admissions and Release Committee
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
BEEC	Bureau of Education for Exceptional Children
BD	Behavior Disordered
CA	Chronological Age
CAI	Computer Assisted Instruction
CASE	Council of Administrators of Special Education (Council for Exceptional Children)
CCBD	Council for Children with Behavior Disorders (Council for Exceptional Children)
CDS	Communication Disorders Specialist
CEC	The Council for Exceptional Children
CETA	Comprehensive Employment and Training Act
CD	Communication Disordered
CLD	Council for Learning Disabilities
CMI	Computer Managed Instruction
CNS	Central Nervous System
CP	Cerebral Palsy
CRT	Criterion-Referenced Testing (tests)
CSPD	Comprehensive System of Personnel Development
CT	Consulting Teacher
CTBS	Comprehensive Test of Basic Skills
dB	Decibel(s)
D/B	Deaf-Blind
ECE	Exceptional Child Education
ED	Emotionally Disturbed

EHA	Education of the Handicapped Act
EMH	Educable Mentally Handicapped
ERIC	Education Resources Center
ESEA	Elementary and Secondary Education Act
FAPE	Free and Appropriate Public Education
FY	Fiscal Year
H/H	Home/Hospital
HI	Hearing Impaired
ICFMR	Intermediate Care Facility for the Mentally Retarded
IEP	Individualized Education Program (plan)
IRI	Informal Reading Inventory
LBD	Learning and Behavior Disordered
LD	Learning Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment
MA	Mental Age
MBD	Minimal Brain Dysfunction; Minimal Brain Damage
MH	Multiple Handicapped
MR	Mental Retardation
NASDSE	National Association of State Directors of Special Education
NASP	National Association of School Psychologists
NEA	National Education Association
NSAC	National Society for Autistic Children
OCR	Office of Civil Rights
OH	Orthopedically Handicapped
OJT	On-the-Job Training
OT	Occupational Therapist; Occupational Therapy
Part B--PL-94-142	The Federal Funding mechanism for special education
P & A	Protection and Advocacy
PE	Physical Education
PHOHI	Physically Handicapped and Other Health Impaired
PIAT	Peabody Individual Achievement Test
PL	Public Law
PPVT	Peabody Picture Vocabulary Test
PT	Physical Therapist; Physical Therapy
RARC	Regional Admissions and Release Committee
RFP	Request for Proposal
RIF	Reduction in Force

SB	Stanford Binet Intelligence Scale
SBARC	School-Based Admissions and Release Committee
SD	Standard Deviation
SEA	State Education Agency
SER	Specific Expectations in Reading (JCPS elementary reading program)
SES	Socioeconomic Status
S/L	Speech/Language
SLD	Specific Learning Disability
SOMPA	System of Multicultural Pluralistic Assessment
SPH	Severely/Profoundly Handicapped
TASH	The Association for Severely Handicapped
TMH	Trainable Mentally Handicapped
TRIP	Total Reading Improvement Plan (JCPS middle school reading program)
VI	Visual Impairment; Visually Impaired
WAIS	Wechsler Adult Intelligence Scale
WISC-R	Wechsler Intelligence Scale for Children (Revised)
WPPSI	Wechsler Preschool and Primary Scale of Intelligence
WRAT	Wide Range Achievement Test

Local Groups

AFT	American Federation of Teachers
CRC	Council for Retarded Citizens of Jefferson County, Incorporated
JCAACLD	Jefferson County Association for Adults and Children with Learning Disabilities
JCTA	Jefferson County Teachers Association
PACE	Parents and Advocates for Children in Education
POCHI	Parents of Children with Hearing Impairments, Inc.
SPARC	Student-Parent Aid & Resource Center
SPMD	Specific Perceptual Motor Disability

APPENDIX 16--CONTRACTIONS

I have (I've)	could not (couldn't)
they have (they've)	did not (didn't)
we have (we've)	does not (doesn't)
you have (you've)	do not (don't)
he would (he'd)	had not (hadn't)
I would (I'd)	has not (hasn't)
she would (she'd)	have not (haven't)
they would (they'd)	is not (isn't)
we would (we'd)	must not (mustn't)
you would (you'd)	should not (shouldn't)
they are (they're)	was not (wasn't)
we are (we're)	were not (weren't)
he will (he'll)	will not (won't)
I will (I'll)	would not (wouldn't)
she will (she'll)	he is (he's)
they will (they'll)	here is (here's)
we will (we'll)	it is (it's)
you will (you'll)	she is (she's)
I am (I'm)	that is (that's)
you are (you're)	there is (there's)
let us (let's)	what is (what's)
are not (aren't)	where is (where's)
can not (can't)	who is (who's)

APPENDIX 17--HOMONYMS

allowed--aloud
ant--aunt
ate--eight
be--bee
beat--beet
blue--blew
bored--board
brake--break
by--buy
cent--sent
cheap--cheep
chord--cord
clause--claws
coarse--course
creak--creek
dear--deer
due--dew
dye--die
eye--I--aye
fare--fair
fined--find
flee--flea
flour-flower
for--four--fore
gait--gate
guest--guessed
hair--hare
haul--hall
heard--herd
heel--heal
here--hear
hole--whole
it's--its
knows--nose
led--lead
lone--loan
maid--made
male--mail
mane--main
meat--meet
miner--minor
moan--mown
new--knew
no--know
not--knot
oar--ore
one--won
our--hour
owe--oh
pail--pale
pain--pane
peace--piece
pear--pair--pare
peek--peak
principal--principle
rain--rein
read--red
real--reel
right--write
ring--wring
road--rode
root--route
sale--sail
scent--sent
see--sea
son--sun
stake--steak
stationary--stationery
straight--strait
sum--some
tale--tail
there--their--they're
through--threw
to--too--two
toe--tow
urn--earn
vein--vain
waist--waste
way--weigh
weak--week
who's--whose
would--wood
your--you're

APPENDIX 18--COMPOUND WORDS

Written as one whole word

pancake	catfish
cupcake	beehive
toothbrush	firefly
barnyard	watermelon
cardboard	motorboat
notebook	hatbox
fingernail	sunflower
mailman	doorknob
rainbow	paperback
spaceship	football
mailbox	buttermilk
armchair	handcuff
cowboy	stoplight

Hyphenated

well-known	bell-like
little-known	right-of-way
forty-one	editor-in-chief
three-quarter-length	sit-in

Written as separate words

post office
high school
all right
all together

APPENDIX 19--COMMON SUFFIXES AND DERIVED WORDS[1]

Suffix	Meaning	Example Words
able, ble, ible	can be done	readable, credible, soluble, eatable, lovable
able, ble, ible	inclined to	peaceable, perishable, terrible, voluble, durable
ac	descriptive of	maniac, demoniac, hypochondriac, elegiac
aceae	denotes families	Rubiaceae, Frankeniaceae
aceous	having appearance of	arenaceous, creataceous, crustaceous, herbaceous, ulmaceous
acious	tends to be	spacious, loquacious, pugnacious, fallacious, mendacious
acy, cy	office, rank of, state of	agency, candidacy, infancy, celibacy, privacy
ad	in the direction of	dorsad, ventrad, cephalad, caudad
ad	aggregate	myriad, monad, triad, dyad, pentad
ade	result, product, thing made	orangeade, lemonade, grapeade, limeade, marmalade
ade	process, action	parade, blockade, escapade, cannonade, promenade
ae	Latin feminine plural	alumnae, formulae, algae, vitae, larvae
age	place of	orphanage, parsonage, anchorage
age	collective	percentage, average, mileage, peerage, baggage

[1]Edgar Dale; Joseph O'Rourke; and Henry Bamman. Techniques of Teaching Vocabulary (Reading, MA: Addison-Wesley Publishing Company, Inc., 1971). Used with permission.

Suffix	Meaning	Example Words
age	action, process	ravage, pillage, marriage, carnage, pilgrimage
age	result of	damage, wastage, shrinkage, coinage
al	relating to	filial, natural, ornamental, royal, hypocritical
an	relating to	veteran, Korean, American, sylvan, Anglican, European
ana	collection of	Americana, Shakespeariana, Lincolniana, Johnsoniana, Leeana
ance	state of	variance, resistance, avoidance, annoyance, importance
ancy	state of	vacancy, truancy, occupancy, ascendancy
and, end	to be done	multiplicand, addend, dividend, subtrahend, reverend
ant (adj.)	state of, condition of	variant, defiant, radiant, vacant, buoyant
ant, ent (noun)	person who	immigrant, resident, student, emigrant, assistant, regent
ar	characterized by, relating to	popular, muscular, circular, linear, polar
ard, art	person who	drunkard, braggart, dullard, sluggard, coward, wizard
arian	person who, place where, thing which	grammarian, librarian, humanitarian, libertarian, agragarian
ary	person who, place where, thing which	secretary, sanctuary, dictionary, infirmary, statuary
ary	characterized by, relating to	literary, military, reactionary, exemplary, customary

Suffix	Meaning	Example Words
ate (verb)	to make, cause to be	fascinate, annihilate, liberate, radiate, venerate
ate (adj.)	state, quality, condition of	fortunate, desolate, desperate, dispassionate, collegiate
ate (noun)	function, office, person who, thing which	magistrate, advocate, mandate, potentate, episcopate
ation	process, action	narration, continuation, visitation, computation, alteration
ation	state of, quality of, result of	occupation, moderation, decoration, refrigeration, exhilaration
ator, itor	person who, place where, thing which	editor, orator, refrigerator, incubator, incinerator
atory	process, action, place where	oratory, reformatory, laboratory, conservatory, lavatory
cule	small	miniscule, molecule, denticule, animalcule, pedicule
cy	state of, condition of	accuracy, diplomacy, lunacy, despondency, bankruptcy
cy, y	process, action	piracy, idiocy, inquiry, vagrancy, truancy
dom	region, collectivity	kingdom, dukedom, earldom, heathendom, Christendom, officialdom
dom	state of	freedom, martyrdom, serfdom, wisdom, boredom
ectomy	surgical removal	tonsillectomy, gastrectomy, appendectomy, thoracectomy, thyroidectomy
eme	denoting basic structural unit	phoneme, morpheme, grapheme, prosodeme
emia	condition of the blood	leukemia, anemia, toxemia, pyremia, septicemia

Suffix	Meaning	Example Words
inae	subfamilies	Felinae, Meliponinae, Sardinae, Gallinae, Tyranninae
ine	like, characterized by,	canine, feline, bovine, Florentine, feminine
ine	noun-forming suffix	discipline, medicine, rapine, ravine, quarantine
ine	feminine suffix	heroine, Caroline, Josephine, valentine, Clementine
ine	chemical suffix	chlorine, fluorine, bromine, calcine
ing	present participle	sleeping, talking, writing, acting, playing
ing	material	roofing, bedding, siding, quilting, sheeting
ings	noun associated with the verb form	sweepings, earnings, shavings, windings, furnishings, filings
ion	act, process	construction, rebellion, solution, revolution, electrocution
ion	state of	ambition, dominion, subjection, suspicion, cushion
ious	characterized by	gracious, ambitious, invidious, various, infectious
ish	to form adjectives	Scottish, Turkish, clownish, whitish, bluish, eightish
ism	action, process	baptism, ostracism, plagiarism, despotism, heroism
ism	state of, condition of	hypnotism, barbarism, mysticism, racism, pacifism
ism	doctrine, system	stoicism, Quakerism, Americanism, realism
ist	person who	biologist, monopolist, theorist, botanist, hedonist, socialist
ite	mineral or rock	granite, anthracite, chlorite, pyrite, syenite

Suffix	Meaning	Example Words
itis	inflammatory disease	bronchitis, phrenitis, arthritis, encephalitis, meningitis
ity	state of	calamity, felicity, necessity, acidity, fecundity
ium	scientific names	geranium, androecium, uranium, sodium, helium
ive	having the nature or quality of, tending to	affirmative, active, passive, conclusive, corrective
ization	state of	civilization, hybridization, standardization, verbalization, localization
ize, ise	subject to, make, carry on	baptize, sterilize, civilize, temporize
kin	small	manikin, lambkin, napkin, pumpkin
le	repeated action	hobble, crackle, twinkle, mumble, prattle
lent	full of	pestilent, succulent, fraudulent, purulent, corpulent
less	without	witless, childless, fatherless, doubtless, careless
less	beyond the range of	resistless, dauntless, quenchless, tireless, ageless, ceaseless
let	small	streamlet, ringlet, leaflet, armlet, bracelet
like	like	homelike, lifelike, apelike, tigerlike, ghostlike
ling	small	duckling, gosling, hireling, nestling, darling, princeling
logy	science of	anthropology, biology, zoology
logy	speaking	eulogy, tautology, doxology

Suffix	Meaning	Example Words
long	direction, duration	headlong, endlong, sidelong, lifelong, livelong
ly	characteristic of, in the manner of	fatherly, kingly, manly, timely, daily
lysis, lytic	a loosing, dissolving	analysis, paralytic, autolysis, hydrolytic, electrolysis
man	native, one engaged in, an operator	countryman, dairyman, gasman, cameraman, coachman, craftsman
ment	concrete result or thing	entanglement, increment, fragment, instrument, ornament
ment	action or process	development, abridgement, government, embezzlement, cantonment
ment	state of	amazement, adornment, arrangement, puzzlement, refinement
mony	resulting thing	acrimony, matrimony, alimony, ceremony, testimony
most	superlative ending	aftermost, utmost, hindmost, topmost, outermost
ness	state of, quality of, condition of	goodness, greatness, sickness, kindness, wilderness, dimness
ock	small, little	hillock, haddock, tussock, paddock
oid	like, resembling	adenoid, colloid, asteroid, spheroid, planetoid
ol	denotes an alcohol	phenol, glycol, methanol, cresol, ethanol
oma	tumor	sarcoma, fibroma, lymphoma, angioma, leucoma
oon	big	balloon, cartoon, bassoon, harpoon
opia	eye condition	amblyopia, myopia, presbyopia, photopia, ectopia

Suffix	Meaning	Example Words
or	state, quality	error, fervor, pallor, candor, rigor
or, ore	person who	auditor, donor, elevator, creditor, executor commodore, stevedore
orium	place for, thing used for	auditorium, natatorium, haustorium, emporium, conservatorium
ory	place where	laboratory, conservatory, consistory, purgatory
ose	state of, quality of, condition of	verbose, globose, comatose, bellicose, jocose
ose	chemical suffix	cellulose, fructose, dextrose, glucose
osis	abnormal condition, state, process	hypnosis, psychosis, osmosis, neurosis
ous	possessing the qualities of	poisonous, riotous, joyous, polygamous, bulbous
parous	bearing	oviparous, biparous, viviparous, ovoviviparous
ry	collection of	jewelry, revelry, yeomanry, laundry, citizenry, masonry, poetry
s	to form plural	theaters, streets, volumes, wheels, offices
ship	type of ship	airship, battleship, flagship, warship
ship	state of	hardship, friendship, censorship, worship, ownership
ship	office, profession	clerkship, chancellorship, lordship, authorship, partnership
ship	art, skill	horsemanship, marksmanship, seamanship, swordsmanship, penmanship

Suffix	Meaning	Example Words
sis	state, condition	peristalsis, synopsis, catharsis, symphysis, chassis
some	like, same	awsome, bothersome, cumbersome, meddlesome, quarrelsome, wholesome
some	a group of	twosome, threesome, foursome, fivesome, sixsome, eightsome
some	body	acrosome, chromosome, plastosome, throphosome, mitosome
ster	one belonging to, characterized by	mobster, gangster, trickster, huckster
th	part of	tenth, eleventh, fourth, eighteenth, thirty-sixth
trix	woman who	administratrix, aviatrix, executrix, mediatrix, narratrix
tron	instrument	cyclotron, biotron, vibratron, magnetron, fusetron
tude	state of	amplitude, platitude, gratitude, altitude, fortitude
ular	characterized by	regular, popular, secular, circular, cellular
ule	little, small	capsule, molecule, plumule, spicule, tubule
ulent	abounding in	corpulent, florulent, fraudulent, truculent, succulent
ulose	characterized by	granulose, tuberculose, coagulose, venulose, stimulose
und	of the nature of	jocund, rotund, moribund, fecund
uous	of the nature of	fatuous, impetuous, sensuous, contemptuous, tempestuous
ure	act, process	censure, culture, exposure, enclosure, failure, picture

Suffix	Meaning	Example Words
ure	rank	judicature, prefecture, legislature, magistrature, corporature
ward, wards	course of direction	toward, backwards, homeward, forward, westward
ways	manner	sideways, always, slantways, crossways, longways
wise	way, manner, respect	clockwise, counterclockwise, lengthwise, slantwise, bookwise
wright	workman, craftsman	wheelwright, playwright, shipwright, wainwright, millwright
y	characterized by, inclined to	dreamy, chilly, lumpy, sleepy, windy
yer	person who	lawyer, sawyer, bowyer

APPENDIX 20--COMMON PREFIXES AND DERIVED WORDS[1]

Prefix	Meaning	Example Words
a	on	ashore, aboard, afire, atop, afoot
a, an	not, without	atom, anemia, aseptic, apathy, atheism
ab	from	absent, abduct, abdicate, abnormal, abstain
ac (form of ad)	to	accident, acquire, accept, accessory, accommodate
ad	to	adhere, adjoin, adverb, adjacent, adjunct, admit
af (form of ad)	to	affair, affirm, affect, afferent, affix
am (form of ambi)	both, around	amputate, amputee, amplectant, amplexicaul
ambi	both, around	ambidextrous, ambiguous, ambivalent, ambient, ambilateral
amphi	both, around	amphibious, amphibian, amphitheater, amphibiology, amphipod
an (form of ad)	to	annotate, announce, annul, annihilate, annex
ana	back, again, up	anachronism, analysis, anabasis, anapestic, Anabaptist
ante	before	antedate, anteroom, antewar, antecedent, antechamber
anti	against	antifreeze, antisocial, antidote, antislavery, antiseptic
apo	away from, from	apogee, apostle, apostasy, apocryphal, apotheosis

[1]Ibid.

Prefix	Meaning	Example Words
as (form of ad)	to	ascribe, assist, aspersion, aspect, assault
auto	self	autograph, automobile, automat, automatic, autobiography
be	make	belittle, becalm, bedim, benumb, becloud
be	thoroughly, all around	bespatter, besplash, besmatter, besmirch, besprinkle
bene	well, good	benefit, beneficial, benediction, benefactor, benevolent
bi, bin, bis	two, twice	bicycle, binocular, bimonthly, bigamy, biceps, biscuit
by	near, aside, from	bystander, bypath, byplay, byroad
cata	down, against, back	catalog, catapult, cataract, catacomb, catastrophe
cent	hundred	century, centenary, centipede, centigrade, centimeter
circu	around	circus, circuit, circular, circuitous
circum	around	circumnavigate, circumference, circumpolar, circumlocution
cis	on this side	cis-Alpine, cis-Jordan, cislunar, cismontane, cispontine
co	with, together	coworker, cooperator, coequal, coexist, coalition
col	together, with	collect, collaborate, college, collide, colloquial
com	together, with	combine, companion, compact, compose, combat
con	together, with	connect, concentrate, conference, congress
contra, contro	against	contrast, contradict, contrary, contraband, contravene, controversy, incontrovertible

Prefix	Meaning	Example Words
counter	against, in return	counterclockwise, counterattack, counterbalance, counteract, counterrevolution
de	down	descend, degrade, depress, dejected, debase
de	away	depopulate, deflect, detract, dehydrate, deter
dec	ten	decade, decimal, December, decathlon, decagon
deci	tenth	decimal, decimate, decimeter, decibel, decigram
demi, hemi, semi	half, partly	demigod, demigoddess, demitasse, hemisphere, semiconscious, semiquaver, demiquaver
di	two	diphthong, dioxide, divalent, dilemma, digamy
dia	through, between	diameter, diagonal, dialogue, diaphragm, diagnosis
dis	not	dishonest, distrustful, discontent, disobey, disable
dis	apart from	dismiss, discard, disarm, dislocate, disassemble
dis	opposite	disarrange, discomfort, disconnect, disown, discontent
du	two	dual, duet, duplex, duplicate, duologue
dys	bad	dyspepsia, dysfunction, dysentery, dystrophy, dysphasia
e (form of ex)	out	eject, emit, erupt, elicit, elevate
ec	out	ecstasy, eccentric, eclipse, eclectic, ecdysis
ecto	outside	ectoplasm, ectoderm, ectoblast, ectopia, ectomorph
ef (form of ex)	out	effect, efferent, effulgent, effort, efficient

Prefix	Meaning	Example Words
em	in	empathy, embrace, embark, embalm, empiric
en	in	encircle, enfold, encase, enchain, enslave
endo	inside	endoderm, endogamy, endogenous, endoskeleton, endocrine
enter, entre (form of inter)	among, between	entertain, entertainer, enterprise, entremets
entero	intestine	enterology, enterovirus, enterococcus, enterotomy, enterostomy
ento	within	entogastric, entophyte, entozoon, entoblast, entoptic
epi	upon, in addition	epilogue, epidermis, epitaph, epithet, epidemic
eu	well, good	eulogy, euphemism, euphonious, eugenics
ex	out	exit, extract, exclude, excerpt, exaggerate
exo	out	exoderm, exoskeleton, exocentric, exodontist, exogamous
extra	outside, beyond	extramural, extravagant, extraordinary, extracurricular, extradite
for	to prohibit, omit, thoroughly	forfend, forget, forgo, forlorn, forswear
fore, for	in front	foresee, foretell, foreground, forecastle, forward
forth	forward, onward	forthcoming, forthgoing, forthright, forthwith, forthputting
hept, sept	seven	heptagon, heptangular, heptarchy, septennial, September
hetero	different	heteronym, heterogeneous, heterodox, heterosexual

Prefix	Meaning	Example Words
hex, sex	six	hexagon, hexameter, hexahedral, sextillion, sexcentenary
homo	same	homogenized, homonym, homogeneous, homocentric, homogenesis
hyper	over, beyond	hypersensitive, hyperacidity, hypercritical, hypertension, hyperbole
hypo	under, too little	hypoactive, hypothyroid, hypochondriac, hypodermic, hypotenuse
il	not	illegal, illogical, illegible, illiterate, illaudable
im	into	immerse, immerge, immigrate, implant, impale
im	not	immovable, immobile, immaculate, immaterial, impartial
in	into	intake, inhale, include, incision, incorporate, incentive
in	not	inactive, incorrect, indecent, informal, incorrigible
infra	below	infrared, infrahuman, infraglacial, infrastructure
inter intercede	between, among	international, interurban, intermission, interjection,
intro, intra	within	introduce, introvert, introspective, intramural, intracoastal
ir	not	irregular, irresistible, irreverent, irrational, irrelevant
iso	equal, same	isobar, isometric, isosceles, isotope, isochronous
kilo	1,000	kilocyle, kilogram, kilometer, kilowatt, kilovolt

Prefix	Meaning	Example Words
macro,	large, long	macron, macroscopic, macrometer, macrocosm, macrofossil, macrobiotic
mega	large	megalomania, megaphone, megapod, megascope, megalith
meso	middle	mesoderm, mesocephalic, mesocolon, Mesozoic, mesoseismal
meta	change	metaphor, metamorphosis, metabolic, metabolism, metastasis
meta	beyond	metaphysics, metapsychosis, metabiological, metachrome
micro	small	microscopic, microphone, micrometer, microfilm, microcosm
mid	middle	midday, midnight, midship, midwestern, midstream
milli	1/1,000	millimeter, milligram, millisecond, millivolt, milliwatt
mis	wrong	misspell, misstep, misdeed, misinterpret, misbehave, misgiving
mono	one	monarch, monocle, monoplane, monorail, monochrome
multi	many	multitude, multimillionaire, multicolored, multilateral, multiform
myriad	10,000	myriad, myriapod, myriorama, myriagram, myrialiter
ne, neg	not	never, nefarious, neuter, negative
neo	new, modern	neologism, neophyte, neolithic, neoteric
non	not	nonstop nonsense, nonpolitical, nonflowering, nonentity
novem, non	nine	November, novena, nones, nonagon, novennial

Prefix	Meaning	Example Words
ob	against	objection, obstacle, obstruct, obdurate, objurate
oct	eight	octopus, October, octagon, octave, octopod
off	from	offshore, offshoot, offspring, offset, offcenter
olig	few	oligarch, oligarchy, oligopoly, oligochrome, oligocarpous
omni	all	omnipotent, omnivorous, omnipresent, omniscient, omnibus
on	on	oncoming, ongoing, onflow, onshore, onside
out	surpassing	outreach, outrun, outstanding, outwear, outsell
out	outside of	outskirts, outlying, outfield, outsider, outcast
over	above, beyond	overheat, overactive, overdone, overshoot, overage
pan	all	pandemonium, pan-American, pandemic, panorama, pansophy
para	beside	paragraph, parallel, parasite, paraphrase, paradigm
pen, pene	almost	peneplain, peninsula, penannular, penultimate
penta	five	pentagon, pentecost, pentameter, pentasyllable, pentacle
per	throughout	pervade, perpetual, permanent, permit, perforate
peri	around, near, about	periscope, perimeter, periphery, peripatetic, perigee
poly	many	polygon, polysyllable, polygamy, polytheism, polygyny
post	after	postscript, postpone, postdate, posterity, post-bellum
pre	before	predict, presume, precede, premeditate, predecessor

Prefix	Meaning	Example Words
preter	beyond	preternatural, pretermit, preterition, preterit, preterlegal
pro	before	prognosis, program, progenitor, prophesy, prophet
pro	in place of	pronoun, pronominal, proconsul
pro	forward	project, propel, progress, promenade, profuse
pro	in favor of	proslavery, pro-American, pro-liberal, proponent, pro-Western
pros, proso	toward, forward	proselyte, prosody, prosodetic, prosodemic, prosencephalon
proto	first	protozoa, prototype, protoplasm, protocol, protomartyr
pseudo	false	pseudohistoric, pseudoclassic, pseudonym, pseudopod, pseudoscience
quad, quatr, quart	four	quadruplet, quadruped, quadrilateral, quatrain, quarter
quasi	seemingly	quasi-humorous, quasi-historical, quasi-judicial, quasi-legislative
quin	five	quintet, quintuplet, quintuple, quintessence
re	back	refund, retract, repay, remit, return
re	again	reread, rearrange, rediscover, reabsorb, readmit
retro	back	retrorocket, retroactive, retrograde, retrospection
se	aside	secede, seduce, seclude, segregate, secret
semi	half	semicircle, semiannual, semifinal, semiconscious, semiformal

Prefix	Meaning	Example Words
sept	seven	September, septennial, septet, septuagenarian, septangular Septuagesima
sesqui	one and a half	sesquilateral, sesquicentennial, sesquioxide, sesquipedalian
sex	six	sexagenarian, sexennial, sextet, sexagonal, sexennium
sext	sixth	sextet, sextant, sextain, sextillion, sextuple
sub, subter	under, below	submarine, subsoil, submerge, subnormal, subterfuge
super, supra	over	supersede, supernatural, superannuated, superheat, superfine, supraorbital
syl (form of syn)	together, with	syllable, syllabicate, syllabus, syllapsis, syllogism
sym	together, with	sympathy, symphony, symmetry, symposium, symbiosis
syn	together, with	synonym, synthesis, synopsis, synchronous, synapse
ter	thrice, threefold	tercentenary, terchloride, terdiurnally, ternary, tertiary
tetra	four	tetragonal, tetrameter, tetrarchy, tetrachromatic, tetrachloride
thorough	through	thoroughfare, thoroughgoing, thoroughbred, thoroughpaced
trans	cross, over	transfer, transmit, transit, transcontinental, translate
tri	three	triangle, tricycle, trigonometry, trivial, triarchy, triad
twi	two, double	twice, twilight, twilit, twi-nighter
ultra	beyond	ultraviolet, ultramodern, ultranationalism, ultrasonic

Prefix	Meaning	Example Words
un	not	unsafe, uncomfortable, unsure, unreliable, unadorned
under	below	underline, underscore, underrate, understatement, underage
uni	one	unit, unicycle, unicorn, universe, uniform, unify
ut, utter	out, outer	utmost, uttermost, utter, utterance, utterly
vice	in place of	vice-president, vice-principal, vice-admiral, viceroy, vice-chancellor
with	back, away, against, with	withdraw, withhold, withstand, within, without

APPENDIX 21--ACCENTING

1. Accent the first syllable of compound words.
   examples: air' plane, race' track

2. Accent the root in words containing a prefix and/or suffix--if following rules do not supercede.
   examples: ad/vance', ac/cor'/ding

3. Accent the syllable before a suffix beginning with /ti/, /ci/, /si/.
   examples: ac'tion, spa'/tial, fa'/cial, de/li'/cious

4. Accent the syllable before the /-ity/ suffix.
   examples: ca/pac'/ity, ca/lam'/ity

5. Accent the syllable before the /-ic/ suffix.
   examples: pan'/ic, sar/cas'/tic/al/ly

6. Accent the syllable before the connections /i/, /u/, /ul/, /ol/, /e/, found between the root and suffix.
   examples: hu/mil'/i/ate, am/big'/u/ous, mi/rac'/u/lous, be/nev'/o/lent, in/stan/ta'/ne/ous

7. Accent the third syllable back from a final /e/ in words ending in silent /-e/ syllables.
   examples: in/ad'/e/quate, in'/sti/gate

8. Accent the /om/, /og/, /ol/syllable in words containing /ometer/, /ographer/, /ology/, /ography/, ologist/, /ometry/.
   examples: o/dom'/e/ter, ge/og'/ra/pher, ge/ol'/o/gy, bi/og'/ra/phy, as/trol'/o/gist, ge/om'/e/try

9. Shift the accent in a word that can be used as both a noun and a verb. Accent the first syllable when used as a noun, the second syllable when used as a verb.
   examples: ad'/dress (n), ad/dress' (v), di'/gest (n), di/gest' (v)

APPENDIX 21--ACCENTING

10. Accents affect the vowel sound in a syllable.

The accented open syllable has the long vowel sound. The unaccented open syllable has the schwa sound.

Examples: ma'/ple, ca'/pə/blə

Two like consonants together are not both sounded, only the consonant in the accented syllables. The consonant in the unaccented syllables is as though it is not in the word.
Examples: He came to ad/dress' the class.
What is your ad'/dress?

In an unaccented syllable, the vowel often has the schwa sound.

Examples: cap'/tən, crafts/mən

APPENDIX 22--HYPHENATION

1. Hyphenate all compound (two word) numbers from twenty-one to ninety-nine. Hyphenate a fraction only when used as an adjective.
   Examples: five hundred and forty-one, three-quarter-length stockings, four fifths of the class.

2. Hyphenate a compound adjective when it precedes the noun it modifies.
   Examples: a well-known actor; The actor was well known.
   a little-known fact; The fact is little known.

3. Omit the hyphen when one of the modifiers is an adverb ending in -ly.
   Examples: a heavily loaded truck, a hastily written note, a widely known speaker

4. Use a hyphen with the prefixes ex-, self-, all-, and the suffix -elect.
   Examples: ex-champion, self-confidence, all-powerful, mayor-elect

5. Use a hyphen between any prefix and a proper noun or adjective
   Examples: mid-September, trans-Canadian, non-Japanese, pre-Renaissance

6. Use a hyphen to avoid an awkward double vowel or triple consonant or to avoid confusion between two words which are otherwide identical in spelling
   Examples: semi-invalid, bell-like, re-cover

APPENDIX 23--NOUNS

1. A noun is a word used to identify a person, place, thing, or idea.
2. Nouns may be classified as proper or common, abstract or concrete, and/or collective.
3. A proper noun is the name of a particular person, place, or thing.
4. Proper nouns are capitalized: John, France, New York City, Capital, Eiffel Tower.
5. A common noun identifies but does not name a particular person, place, or thing. Common nouns are not capitalized: boy, state, house.
6. An abstract noun names a quality, a characteristic, or idea: bravery, truth, goodness, force.
7. A concrete noun names an object which can be perceived by the senses: pen, button, coat, envelope.
8. A collective noun names a group: family, club, flock, audience.

APPENDIX 24A--VERBS

1. Action verbs may or may not take an object.

   TRANSITIVE (v.t. in most dictionaries)
   Example: The pitcher threw the ball.

   INTRANSITIVE (v.i. in most dictionaries)
   Example: The teacher smiled.

2. Linking verbs are intransitive. They express a state or condition. They link the subject to a noun, pronoun or adjective that describes or identifies it.

   Common linking verbs:

   appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste

3. Helping verbs, sometimes called auxiliary verbs, help the main verb express action or make a statement.

   Common helping verbs:

   am, be, being, is, are, was, were, do, did, does, could, should, would, had, has, have, will, shall, can, may, can, might, must

APPENDIX 24B--VERB TENSE AND SUBJECT-VERB AGREEMENT

Verbs change tense in form to show time: present, past and future. There are nine tenses.

1. PRESENT - I go to class.
2. PAST - I went to class.
3. FUTURE - I shall go to class.
4. PRESENT PROGRESSIVE - I am going to class.
5. PAST PROGRESSIVE - I was going to class.
6. FUTURE PROGRESSIVE - I will be going to class.
7. PRESENT PERFECT - I have gone to class.
8. PAST PERFECT - I had gone to class.
9. FUTURE PERFECT - I will have gone to class.

Subject-verb agreement--A verb agrees with its subject in number.

Singular subjects take singular verbs.
Example: He walks to school every morning.

Plural subjects take plural verbs.
Example: The children walk to school every morning.

APPENDIX 24C--IRREGULAR VERBS

Irregular verbs do not form their past and past participle by adding -ed or -d to the present form.

PRESENT	PAST	PAST PARTICIPLE
begin	began	have begun
blow	blew	have blown
break	broke	have broken
bring	brought	have brought
burst	burst	have burst
choose	chose	have chosen
come	came	have come
do	did	have done
drink	drank	have drunk
drive	drove	have driven
fall	fell	have fallen
freeze	froze	have frozen
give	gave	have given
go	went	have gone
know	knew	have known
lay	laid	have laid
lie	lay	have lain
ride	rode	have ridden
ring	rang	have rung
rise	rose	have risen
run	ran	have run
see	saw	have seen
set	set	have set
shrink	shrank	have shrunk
sit	sat	have sat
speak	spoke	have spoken
steal	stole	have stolen
swim	swam	have swum
take	took	have taken
throw	threw	have thrown
write	wrote	have written

APPENDIX 25--ADJECTIVES

An adjective is a word used to modify a noun or a pronoun. Adjectives answer the questions "What kind? Which one? How many? or How much?"

Uses of adjectives

1. Descriptive adjectives:

   a bright sky (what kind?)
   that boy (which one?)
   three dogs (how many?)
   a half pint (how much?)

2. Proper adjectives are formed from proper nouns and always begin with a capital letter:

   African continent
   British Navy
   Greek civilizaton

APPENDIX 26--PRONOUNS

A pronoun is a word used in place of one or more nouns.

Types of pronouns:

1. Possessive pronouns show ownership when used with a noun.
   Examples: my, our, his, their

2. Personal pronouns are singular or plural in number and masculine, feminine, or neuter in gender.
   Examples: I, me, you, he, him, she, her, it, we, us, they, them

3. Relative pronouns are used to introduce subordinate clauses, often beginning with who, whom, whose, which, what, and that.
   Examples: The people who live there are on vacation. The copy that I read was from the bookstore.

4. Interrogative pronouns are used in questions.
   Examples: Who works in your office? What is the name of your brother?

5. Demonstrative pronouns are used to point out persons or things.
   Examples: That is the one. This seems to be a restful room.

6. Indefinite pronouns do not fall into the above classifications. Most express quantity.
   Examples: all, few, none

APPENDIX 27--ADVERBS

1. An adverb is used most commonly as the modifier of a verb. It may tell how, where, when, or to what extent (how often or how much) the action of the verb is carried out.

2. An adverb may modify an adjective.

3. An adverb can express positive, comparative, and superlative degrees.

4. An adverb may modify another adverb.

Uses of an adverb to modify a verb:

The band played stirringly. (Stirringly tells how the band played.)

She is staying home. (Home tells where she stayed.)

The band played immediately. (Immediately tells when the band played.)

The band played there. (There tells where the band played.)

The band played unendingly. (Unendingly tells to what extent or how much the band played.)

Use of an adverb to modify an adjective: He is extremely capable. (Extremely modifies the adjective capable, telling how capable he is.)

An adverb in its simplest form is called the positive (example: slowly, late).

An adverb used to compare two actions is comparative (example: more slowly, later).

An adverb used to compare more than two actions is superlative (example: most slowly, latest).

Use of an adverb to modify another adverb: We marched very slowly. (Very modifies the adverb slowly, telling how slowly we marched.)

APPENDIX 28--PREPOSITIONS

A preposition is a word used to show the relationship of a noun or pronoun to some other word in the sentence. A preposition always introduces a phrase*. Example: The house across the street has been sold. (Across shows the relationship between house and street.)

*Phrase - a group of words used as a single part of speech and not containing a verb and its subject.

Most commonly used prepositions:

about	by	toward
above	concerning	under
across	down	underneath
after	during	until
against	except	unto
along	for	up
amid	from	upon
among	in	with
around	into	within
at	like	without
before	of	
behind	off	
below	on	
beneath	over	
beside	past	
besides	since	
between	through	
beyond	throughout	
but (meaning except)	to	

Uses of a preposition:

Used in front of a noun to show the noun's function in the sentence
Used in front of a noun to show how the noun relates to other words
Used to introduce a phrase
A group of words may act as a preposition, e.g., on account of, in spite of.

APPENDIX 29--CONJUNCTIONS

A conjunction is a word which joins words and groups of words. There are three kinds of conjunctions: coordinating, correlative, and subordinating.

Examples:

Co-ordinating conjunctions--and, but, or, nor, for

Correlative conjunctions--either - or, neither - nor, both - and, not only - but, whether - or. Correlative conjunctions are always used in pairs, e.g., Both intelligence and hard work are necessary for success in college studies. After three months, your supervisor will decide either to keep you on the staff or to dismiss you from the company's employ.

Subordinating conjunctions are used to begin subordinate clauses, usually adverb clauses.
Examples:

While he was away, his brother used his tools.
You will be excused if you bring a note from your parent.
I could not attend since I was ill.
When you are taking the examination, do not talk.
Although he was younger than the rest, he succeeded in making friends.

Some common subordinating conjunctions:

after	before	unless
although	of	until
as	in order that	when
as if	since	whenever
as long as	so that	where
as though	than	wherever
because	though	while

APPENDIX 30--INTERJECTIONS

An interjection is often used to show surprise or strong feelings. It should be followed by a comma or an exclamation point.

Uses of an interjection:

1. Wow! That's a great idea.
2. Gracious! I only meant to tease you a little bit.

APPENDIX 31--SUMMARY OF PARTS OF SPEECH

Parts of Speech	Uses	Examples
noun	names	man, Iowa, corn, wealth
pronoun	takes the place of a noun	you, we, himself, them
adjective	modifies a noun or a pronoun	red, large, two
verb	shows action or helps to make a statement	is, does, have, wanted
adverb	modifies a verb, adjective, or another adverb	rapidly, well, somewhat, too
preposition	relates a noun or pronoun to another word	into, below, from, of
conjunction	joins words or groups of words	and, but, or, for, after, until
interjection	show strong feeling	ouch!

APPENDIX 32--SENTENCE CONCEPTS

1. Simple subject: The boy is going home.

2. Simple predicate: Mary ran down the hill.

3. Compound subject: Jack and Jill ran up the hill.

4. Compound predicate: Mark rode and groomed his horse.

5. Objects:

   Direct object of the verb receives the action of the verb or shows the results of the action. It answers the question "what?" or "whom?" after an action verb, e.g., She loved her grandmother.

   Indirect object (complement) of the verb precedes the direct object and usually tells to whom or for whom the action of the verb is done, e.g., The President gave him the medal. Education offers us many advantages.

6. A predicate nominative is a noun or pronoun complement which refers to the same things as the subject of the sentence.
   Examples: Our greatest woman poet is Emily Dickinson. Mary and Rose were the victors in tennis.

7. A predicate adjective is an adjective complement which modifies the subject of the sentence. It follows a linking verb.
   Examples: The sky was red. Good books can be inexpensive and delightful.

8. A phrase is a group of related words used as a single part of speech and not containing a verb and its subject. There are five main types of phrases: prepositional, participial, gerund, infinitive, and appositive.

A prepositional phrase is a group of words beginning with a preposition and usually ending with a noun or a pronoun, e.g.,

into the house
beside the still waters
after the ball

The present participle is the progressive (ing) form of the verb. The past participle is the perfect form of the verb. (See Appendix 24C.)

A participial phrase is a group of related words introduced by a participle that serves as an adjective to modify a noun or pronoun.

Examples:

Grasping his gun firmly, Macomber finally aimed at the lion.
Turning toward the class, she asked for silence.
Running up the stairs, he glanced apprehensively over his shoulder.
Seizing his wife by the wrist, he pushed her away.
Honored by his colleagues, the noted scientist replied with true modesty.
Reprimanded by his teacher, John sat quietly in his seat.

A gerund is the progressive from (ing) of the verb used as a noun. A gerund phrase contains a gerund plus its modifiers and objects.

Examples:

Camping outdoors is practiced by millions of Americans.
John acknowledged winning the contest.
They accused him of committing perjury.

An infinitive is the present form of the verb preceded by the word to and used as a noun, adverb, or adjective. An infinitive phrase contains an infinitive with an object and modifiers, and serves as subject of a verb or as the direct object of a verb.

Examples:

To win an argument is seldom completely satisfying.
I wish to stress my point.
Everyone has questions to ask the teacher.
They struggled to win the game.

An appositive is a noun or a noun and its modifiers inserted in a sentence to give additional information about the preceding noun. The sentence could stand alone without the appositive. The appositive (phrase) is enclosed by commas.

Examples:

My friend, Harold, received the graduation award, a trophy of bronze and silver.
I took a trip to Atlantic City, a coastal resort area.
My cousin, Frances, was in the school play.
Mr. Smith, the popular former scoutmaster, is a businessman of great ability.

9. A clause is a group of words containing a subject and predicate and used as part of a sentence. A clause cannot stand alone.

An adjective clause is a subordinate clause which, like an adjective, modifies a noun or a pronoun.

Examples:

The man who read the speech is my Uncle Matt.
It is an imperialistic nation that causes trouble.
I liked the time when the hero saved the girl.
Is this the place where you lost your homework?
She pointed to the girl whom everyone praises.

A noun clause is a subordinate clause used as a noun.

Examples:

That he is a genius is unmistakable.
English is what I like best.
He admitted that he had cheated. He admitted he had cheated.

An adverb clause is a subordinate clause which is used:

as an adverb
to modify an adjective
to modify an adverb

Examples:

He plays as though he were a professional. (adverb)
She plays when the school is open. (adverb)
He plays wherever there is a field. (adverb)
She plays as often as she can. (adverb)
He is as ambitious as his father was. (modifying adjective)
She plays better than she did last year. (modifying adverb)

APPENDIX 33--CAPITALIZATION RULES

1. Capitalize the pronoun I and the interjection Oh!

2. Capitalize the first word in any sentence.

3. Capitalize the first word of a statement following a colon.

   Examples:
   a. The following was released to the news media: For reasons of national security, details of the defense program cannot be given out at this time.
   b. In summary: The evidence has proved that this man acted in self-defense.

4. Capitalize the first word of a resolution following the word Resolved.
   Example: Resolved, That American aid to other countries should be increased.

5. Capitalize the first word of a direct quotation.
   Example: Mr. Jones said, "Your friend is very sensitive."

6. Do not capitalize the first word of a quoted sentence fragment.
   Example: I agree with Mr. Jones' remark that my friend is "very sensitive."

7. Capitalize the first word of a statement or question inserted in a sentence without quotation marks.
   Example: Our problem is, How can we get somebody to help us?

8. Capitalize proper nouns and proper adjectives. A proper noun or adjective is--or is derived from--the name of a particular person, place, or thing.
   Example:

Proper Nouns	Proper Adjectives
James McCall	English
Canada	European
Mohawk River	Darwinian
England	Hoosier
Europe	Orwellian

9. Capitalize the names of persons.

10. Capitalize geographical names of cities, townships, counties, states, continents, islands, peninsulas, straits, beaches, bodies of water, mountains, streets, parks, forests, canyons, dams, recognized sections of the country of world (the South, the Northwest, the Far East).

11. Do not capitalize east, west, north, south when they indicate directions.

12. Do not capitalize a word used with a proper noun or adjective unless the word is part of a name, e.g., the great city of Chicago.

13. Capitalize names of organizations, institutions, buildings, business firms, brand names of business products, ships, planes, trains, special events, historical events and periods, items on the calendar, government bodies, races, religions, and nationalities.

14. Do not capitalize the names of school subjects, except the languages. Course names followed by a number are usually capitalized

15. Capitalize names of special events, holidays, and calendar items, e.g., Mayor's Fun Run, World Series, Wednesday, April, Christmas.

    Note: Do not capitalize the names of seasons: fall, winter, spring, summer.

16. Capitalize the names of business firms and business products, e.g., Smith, Paint Company, Chomper's gum.

17. Capitalize abbreviations, if the words they stand for are capitalized, e.g., M.D., Ph.D.

18. Capitalize scientific names for genus, but not species, e.g., Homo sapiens.

19. Capitalize titles.

Capitalize the title of a person if the title precedes the person's name. Capitalize a title used alone or following a person's name only if it refers to a high government official or to someone to whom you wish to show special respect.
Examples: Superintendent Williams; Dean Marsh; DeWitt Clinton, Governor of New York; Charles Evans Hughes, Chief Justice; the Senator; the General; the Secretary of Agriculture.

Note: When used to refer to the head of a nation, the word president is always capitalized. The words ex- and -elect used with a title are not capitalized.

Capitalize words of family relationship when used with a person's name unless they are preceded by a possessive noun or pronoun: Uncle Tom, my uncle Tom. Do not capitalize words of family relationships when they are preceded by a possesive noun or pronoun, e.g., your mother, Jim's sister.

20. Capitalize the first word and all important words in the titles of books, magazines, newspapers, articles, historical documents, laws, and works of art.

Note: The words a, an, the, written before a title are capitalized only when they are part of the title.

21. Capitalize words referring to the Deity, Christ, and Mary.

Note: Pronouns referring to God are usually capitalized, except the relative pronouns who and whom.

APPENDIX 34--PUNCTUATION RULES

1. Use an apostrophe--

   - To indicate possession with singular and plural nouns that do not end with the letter s, add an apostrophe and s.
     Example: the children's toys.

   - To indicate possession with plural nouns that end with s, add only an apostrophe.
     Example: The Jones' house.

   - To indicate possession with singular nouns that end with s, add apostrophe and s.
     Example: Charles's hat

   - In contractions, to indicate omission of letters or numbers.
     Examples: can't, '84, no denyin'

   - With nouns that are followed by a gerund.
     Example: The girl's breathing was labored.

   - To form plurals of abbreviations that have periods.
     Example: M.D.'s

   - With letters where addition of s alone would be confusing.
     Example: p's and q's

   - With words used merely as words without regard to their meaning.
     Example: I don't want to hear any if's, and's or but's!

2. Use a colon--

   - Before a summary or list.
     Example: There are four people eligible for the prize: Mary, John, Sue, and Bob.

   - Following a phrase in which the words "as follows" or "the following" are expressed.
     Example: The ingredients of the cake are as follows: sugar, flour, eggs, salt, and baking powder.

3. Use a comma--

- In a sentence that contains two complete statements that are joined by the conjunctions and, or, so, but, no, or for.
  Examples: It was very late, but I had to continue working.
  Give me some of those books, or you might drop the whole stack.

- Between elements of a series of three or more words, phrases, or clauses.
  Example: We need to take sandwiches, milk, and cake on the picnic.

- Between consecutive adjectives.
  Example: a tall, dark, handsome man

- To indicate contrast: antithetical phrases.
  Example: The fool wonders, the wise man asks.

- In parenthetical phrases, as if contained in parentheses.
  Example: Discipline, it has been said by many parents, is often difficult to administer to children.

- In appositive phrases: Appositives are nouns or phrases that are placed next to a word to provide identification or additional information.
  Example: Charles Dickens, author of A Tale of Two Cities, wrote about the French Revolution.

- In descriptive phrases or clauses that are non-restrictive: non-restrictive phrases add information that is not essential to the meaning of the sentence or necessary for identification.
  Example: My father, who is a policeman, likes to play football.

- With introductory words or phrases.
  Example: In general, the third period class did better on the test than the second period class.

- With independent clauses that precede the main clause.
  Examples:
  a. If you have to ask how much it costs, you can't afford it.
  b. When in doubt, look up the spelling of a word in a dictionary.

* Note: A comma is usually not used between an independent and dependent clause.
Example: She was tired because she had stayed up too late.

- To set off a direct address.
  Examples:
  a. Martha, please be more polite.
  b. Come here, Larry, and get your papers.

- To set off a direct quotation from the rest of the sentence.
  Example: The man said, "Hand me the book."

- To indicate omission of a word or words.
  Example: A baby moves by crawling; a child, by walking.

- Following these words: "for example," "that is," "namely," and their abbreviations - e.g., i.e., viz.
  Example: The five oceans (i.e., Atlantic, Pacific, Indian, Arctic and Antarctic) make up the major part of the Earth's surface.

4. Use the dash for emphasis, with a sudden change, or with explanatory phrases.
   Example: He didn't win the prize--but how he tried!

5. Use the hyphen--

   - With certain prefixes and suffixes.
     Examples: bell-like, post-war, vice-president, anti-nuclear

   - After a series of words having a common base that is not repeated.
     Example: small- and middle-sized cars

   - To form certain compound words.
     Example: editor-in-chief

   - In compound adjectives when they precede the word they modify.
     Example: up-to-date machinery

   - In fractions and compound numbers for 21 to 99.
     Examples: two-thirds, twenty-six

   - To combine numeral-unit adjective.
     Example: 50-cent toy

- to combine an initial capital letter with a word.
  Examples: T-shirt, U-turn

- To divide a word between syllables at the end of a line.

6. Punctuation with parentheses--

   - Enclose the punctuation within the parentheses when associated with complete statements.
     Example: She wanted a cup of coffee. (The coffee was in the cupboard.)

   - If punctuation is needed, it follows the closing parenthesis when an item falls in the middle of a sentence.
     Example: The cup (the blue one), the cream, and the sugar are on the shelf.

   - The closing punctuation follows the final parenthesis when the parenthesis comes at the end of a sentence.
     Example: The directions are in the back of the book (see Appendix 3).

7. Use the question mark at the end of sentences asking a question.

8. Use quotation marks--

   - For direct quotation.
     Example: Bill yelled, "Don't push me."

   - To enclose a word or phrase that is defined.
     Example: The word "femme" is French for woman.

   - Following words such as: marked, signed, named, entitled.
     Example: The letter was signed "Uncle Bob."

   - To enclose titles of parts of a publication.
     Examples: chapters, stories, essays, poems

9. Use a semi-colon--

   - Between independent clauses that are too closely related to be written as separate sentences.
     Example: Mary and John applied for the job; Mary got it.

- To separate a series of phrases already containing commas.
  Example: Many important people were there: Martha Layne Collins, Governor of Kentucky; Nancy Reagan, First Lady of the United States; Coretta King, civil rights leader; and Jane Fonda, actress and environmentalist.

- Preceding explanatory phrases beginning with "that is," "namely," "for example."
  Example: He worked for many important causes; for example, preservation of wildlife, clean water and air, civil rights, and handicapped awareness.

APPENDIX 35--REVISING A FIRST DRAFT

1. Check paragraphing.

   Does your paragraph flow in a systematic order?
   Are paragraphs linked by transitional words or phrases?
   Is each paragraph coherent?

2. Check style and sentence structure.

   Is the style smooth and effective?
   Is the language clear?
   Are the sentences varied?
   Does the paragraph sound correct when read aloud?

3. Check grammatical usage.

   Are there run-on sentences?
   Are there sentence fragments?
   Are there errors in agreement, case forms, or verb forms?

4. Check mechanics.

   Is the capitalization correct?
   Is the punctuation correct?
   Is the spelling correct?

APPENDIX 36--EDITING

Proofreader's Marks	Example
Capitalize	terry
Delete	take ~~it out~~
Begin a new paragraph	the rug. The next day
Insert	insert here
Transpose	Change order the
Add period	PhD.
Insert apostrophe	the girls doll
Insert comma	He said, "Go!"
Not capital/,(lower case) l.c.	Best l.c.
Space	did.We
Spelling error , sp.	type sp.
Bring together	with out
Separate	went out
Add question mark	Was he there?
Insert quotation mark	She yelled, Get out!

APPENDIX 37A--TEST TAKING

Examples of Commercial Materials to Teach Test-Taking Skills[1]

MAKING SENSE 14

It is good to check your answers when you are done. Be sure all your answers make sense.

Put an X across the picture that makes sense with the sentence.

1

Sandy is washing her dog.

2

The frog was in his hat.

3

The window is open.

KEY WORDS IN TRUE/FALSE QUESTIONS 11

Key words, like all, none, always, sometimes, some and usually can help you decide how to answer a true/false question.

1. The statements below are all false. Circle the key word that makes each statement false. Then rewrite the statement with a key word that will make it true.

   a. No college students live at home.

   b. All dogs like to chew on bones.

   c. People always wear glasses when they drive.

   d. Baseball games are never played at night.

2. The statements below are all true. Circle the key word that makes each statement true. Then rewrite the statement with a key word that will make it false.

   a. Many flowers smell good.

   b. Men are often taller than women.

   c. Sometimes there are good programs on television.

   d. Some birds fly south for the winter.

[1] Test Taking Adventures of the Lollipop Dragon. Primary. Developing Test Taking Skills. Intermediate to Middle School. (Chicago, IL: SVE/Society for Visual Education, Inc.) Used with permission.

Note: Kits available for review from Durrett Education Media Center, 456-3093.

APPENDIX 37B--TEST-TAKING[1]

Reviewing for Examinations

Guide for studying:

1. Budgeting your time to review for examinations is important. Begin your review a week or so before the test.
2. All assignments should be completed before the review. Save all class notes and assignments to study.
3. Review your notes from class and from reading assignments. Look over topic headings and try to recall major points by memory.
4. As you study, look for possible questions that might appear on the test. Review questions at the end of textbook Chapters.
5. Try to summarize the most important information on paper or note cards.
6. Make a list of study questions that might be included on the test. Include vocabulary, formulae, rules, dates, and names of people.

Short Answer Quiz on Guides for Studying

1. Begin your review of material at least _____ before the examination date.
2. At the end of chapters you will find _____ to review.
3. You should review your _____ and _____ before a test.
4. Make a list of _____ that you think might be on the test.
5. Try to recall _____ and _____ from memory.

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[1] Studying for Success. (Jamaica, NY: Eye Gate Media, 1967.) Used with permission.

Note: Copies available for review from Durrett Education Media Center, 456-3093.

APPENDIX 38--WORK/STUDY SCHEDULE[1]

Guidelines for Studying at Home

1. For most school subjects, some studying at home is necessary. Organize your room (or another private room in your home) so that it will be easier to study there.

2. While you are studying, put hobbies, magazines, and other distractions out of sight. Keep only study materials.

3. Arrange good lighting and ventilation for your study area.

4. Keep study materials well organized and available.

5. Plan for rest periods during study sessions.

6. Avoid eating or listening to distracting programs on radio or TV while working. Keep your study area quiet.

7. If studying at home is impossible, you may go to the public library in your area, or ask a friend or relative if you may study in the quiet of his/her home.

[1]Ibid.

APPENDIX 39A--STUDY GUIDES

Preparing Study Guides for Students[1]

Study guides not available with commercial materials can be made by teachers to facilitate student learning. They accomplish at least five goals:

Students identify main points for learning.
Students practice in test formats.
Students learn to work together.
Students develop memory and recall.
Students benefit from organized class time.

Study guides may be made for one textbook or from several information sources. Many ECE students may be able to use general education textbooks if study guides are used, especially if the teacher also provides textbooks on tape for independent reading.

A single study guide may be used in several ways, depending upon the needs of the students. Because a major problem for exceptional students is organizing and remembering lesson content, the study guides described here are concerned primarily with knowledge, comprehension and recall. Teachers concerned with the discovery of principles, application of learning, or the exercise of critical thinking may devise learning guides based on these specific parameters.

In the areas of social studies, science and health, where study guides are most effective, the teacher should spend most of his/her time teaching to objectives at a higher level than simple recall. However, since application of knowledge depends on understanding, the time devoted to helping students develop knowledge and recall is time well spent for both students and teachers.

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[1]Donald Durrell. Improving Reading Instruction. (New York: Harcourt, Brace and World, Inc., 1956.) Used with permission.

Sample study guide to be used with A People and a Nation by Clarence VerSteeg and Richard Hofstadter (Harper and Row, 1979), textbook for S300--United States History:

Page 3, Paragraph 1--Indians in the Americas by the Fifteenth Century

	Answers
• How many Indians lived in the Americas by 1500 AD?	30 million
• What is meant by linguistic families?	Languages that are related
• Where did American Indians live before they came to the Americas?	Asia

Page 3, Paragraph 2--Three Migrations

• What is meant by migrations?	Movement from one place of abode to another
• The migrations of what three people influenced the Americas before 1776?	Asians, Europeans, Africans
• Which migration occurred first?	Asian
• What is meant by culture?	The sum total of different ways of living among a group of human beings, transmitted from one generation to another

Page 4, Paragraph 1--Heritage of the Three Cultures

• Name some parts of the cultural heritage contributed by the three groups	economic skills, political skills, customs, social organizations, learning traditions, religion,

Page 4, Paragraph 2--Mayas, Aztecs and Incas

• Where in the Americas did the above named groups settle?	Mayas: Central America, Mexico Aztecs: Mexico, Western USA Incas: South America

• What areas of knowledge were highly developed by the Mayas?	mathematics science language
• What North American peoples were "counterpoints" of the Incas and Aztecs?	Iroquois Cherokee

Page 4, Paragraph 3--The Europeans

• Before 1776 most Europeans were engaged in _____.	farming
• Several European countries were competing to find shorter routes to _____.	Asia
• Explain meanings of the following:	
cartography	map making
astronomy	science of the heavens
natural history	collection of knowledge regarding objects in nature

The guide provides topics for each paragraph, followed by questions about the information included in the paragraph. Answers are kept in a column at the right so that they may be folded back if desired. To help students prepare for taking tests, the teacher may arrange the questions in various test formats: matching, short answer, multiple choice, true and false, fill in the blanks, and machine scoreable answer sheets.

Student guides may be used in several different ways:

1. Students needing a lot of assistance in study do the questions before reading the text.

   a. Group students in teams of three, one of them a good "pupil-teacher." The pupil-teacher reads the paragraph topic and the first question. The other two students find the answers in the text. After they give the correct answer, the next question is given.

b. Two or three students of fairly equal reading ability fold the answers back, read the first question, skim the text, and agree as to the right answer(s). They do the same for each question in the paragraph, then unfold the answers and check their papers.

2. Students who need less help in study do the questions after reading the text.

a. Two or three students work together. They fold back the answers and cover the questions with a sheet of paper, uncovering the topic only for the first paragraph. After reading the paragraph, they uncover the questions, decide on the right answers, and check by unfolding the answers in the study guide.

b. More advanced students may read two or three paragraphs in the text before they uncover the questions and answer them in order.

c. The best students may read the entire selection before looking at the questions. Students may rotate as questioners, taking turns asking the questions over a single paragraph.

This type of study guide should be used mainly at the beginning of a program for improving attention and recall. A possible drawback is that it may encourage verbal replies which are not understood. Some students may need longer periods of time with the guides before they are able to progress to lessons which are more dependent on memory. Certainly, teachers should diverge to other types of study guides, e.g., application of critical thinking skills, as soon as the students demonstrate success. For most mildly handicapped students, five or six lessons with the study guide should be sufficient to provide them with the skills to answer questions after reading two or more paragraphs.

3. A study guide for more advanced pupils provides only general questions to which one or more answers should be given. Using the same selection, the following might serve as a study guide for these students:

Page 3, Paragraph 1: What does this paragraph tell about Indians in the Americas?

When they came to the New World	before Europeans/Africans
How many were in Americas before 1776	30 million
Many or few linguistic (language) families	few
Tribes related by language	see page 2 for relationships
Cultures among Indians	highly diversified
American Indians came from Asia	Most scientists say so

Paragraph 2: What does this paragraph tell about migrations?

What three migrations influenced the Americas?	Asian European African
Asian Migration was first	When land bridge existed
Europeans and Africans migrated	during later periods
Before 1500, the three groups existed	independently of each other
Strongest of three groups in America	Europeans

In this type of study guide, as with the first, questions should be put into different formats to provide students with experiences in taking tests. These guides may be used with students who are fairly skilled in answering questions after reading. Students work in groups of two or three.

a. Students may look at only the general question or statement for the paragraph. After reading the paragraph, the pupil-teacher asks, "What does this paragraph tell about migrations?" (S)he puts a check after each fact mentioned. Then (s)he asks questions about omitted items, or reads the omitted items aloud to the others.

b. The same method may be used over a selection of greater length, with all students in the group reading several paragraphs. They may rotate as questioners, each asking the questions over one paragraph. When several questions are to be read, it might be well to put all questions at the top of the page to avoid revealing the answers.

c. Superior students may work in pairs, each reading the entire selection, then checking each other's acount of the paragraphs in turn.

When this method is used, students will need some instruction about the acceptability of answers. The best rule to follow is that the "customer is always right." If a student insists that (s)he has given the answer, or has said essentially the same thing, credit should be given. The important point in practice is recall rather than exact scoring of each student.

APPENDIX 39B--MULTIPLE RECITATION[1]

Multiple Recitation as a Study Device. When study guides have not been prepared for each lesson, some of their value may be attained through group recitation. Students of approximately the same reading level are given an introductory talk about the significance of the lessons to be read. They are then divided into groups of three for study. Some uses of the method are:

a. Students read the first paragraph silently. The teacher asks a general question about the paragraph: "How were American Indians related?" One "secretary-student" writes answers from the other two members, suggesting items him/herself but checking with the others before they are recorded. When most groups have finished, one group reads its answers while others check.

b. Students read a paragraph silently. They then write a title for the paragraph or write a question answered in the paragraph. They may prepare several questions to ask other students. The teacher may then lead discussion based on the students' work or one student group may be permitted to question the others.

The chief value of the multiple recitation method is to be found in wider participation in recall practice. It permits everyone to recite on the lesson as compared to the meager opportunities provided when one pupil answers questions while the others listen. It is much more alive than when students read and answer questions written on the chalkboard. It is less effective, however, than the proper use of study guides. The method is good for adding variety to classroom procedures.

Jefferson County Public Schools' curriculum guides[2] for the general education program are quite useful for teachers of Exceptional Child Education in the preparation of study guides. For example, Social Studies 300--United States History (high school level) lists textbook correlations, work sheets, references, and other information not available from textbooks.

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[1]Donald Durrell. Improving Reading Instruction. (New York: Harcourt, Brace and World, Inc., 1956.) Used with permission.

[2]For information see your media center specialist.

APPENDIX 40

ASSESSMENT INSTRUMENTS
(Coded to Objectives)

Code	Name	Student Levels	Publishing Company
EL	Early Lap	Ages 0-36 Months	Chapel Hill Training--Outreach Project
L-D	LAP-D	Ages 0-74 Months	Chapel Hill Training--Outreach Project
B-Yellow	Brigance Inventory of Early Development	Ages 0-7 Years	Curriculum Associates, Inc.
B-Green	Brigance Inventory of Basic Skills	Kindergarten-Grade 9	Curriculum Associates, Inc.
B-Red	Brigance Inventory of Essential Skills	Grades 9-12 (Prevocational Skills)	Curriculum Associates, Inc.
K	KeyMath	Kindergarten-Grade 12	American Guidance Services
P	Peabody Individual Achievement Test	Kindergarten-Grade 12	American Guidance Services
W	Woodcock Reading Mastery Test	Kindergarten-Grade 12	American Guidance Services
W-J	Woodcock-Johnson Psycho-Educational Battery	Kindergarten-Grade 12	Teaching Resources

APPENDIX 41

PUBLISHERS' LIST

The Academic Building
Saw Mill Road
West Haven, CT 06516

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007
202-337-5220

American Guidance Services
Publishers' Building
Circle Pines, MN 55014
800-238-2560

Barnell Loft, Ltd.
958 Church Street
Baldwin, NY 11510

Bell and Howell
Language Master
2201 W. Howard Street
Evanston, IL 60202

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

CBS Educational Publishing
A Division of CBS, Inc.
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90400

Central School Supply Company
4100 Eastmoor Road
Louisville, KY 40218

Channing L. Bete Company
200 State Road
South Deerfield, MA 01373

Childcraft Education Corporation
20 Kilmer Road
Edison, NJ 08817
201-572-6100

The Continental Press, Inc.
Elizabethtown
Pennsylvania 17022

Coronet
65 East South Water Street
Chicago, IL 60601

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862

DLM
Developmental Learning Materials
One DLM Park
P.O. Box 4000
Allen, TX 75002
800-527-4747

Dormac, Inc.
P.O. Box 752
Beaverton, OR 97075

Economy Company
P.O. Box 25308
Indianapolis, IN 46268

Educational Activities, Inc.
Freeport, New York 11520

Educational Dimensions Group
P.O. Box 126
Stamford, CT 06904
800-243-9020

Educational Insights
20435 South Tillman Ave.
Carson, CA 90746
213-637-2131

Educational Progress Corp.
4235 S. Memorial
Tulsa, OK 74145
800-331-4418

Educational Service, Inc.
(Spice Series)
P.O. Box 219
Stevensville, MI 49127

Educators' Publishing Service, Inc.
Cambridge, Massachusetts 02138

Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009-9990

EMC Corporation
180 E. Sixth Street
St. Paul, MN 55101

Encyclopedia Britannica Educational Corporation
425 N. Michigan Avenue
Chicago, IL 60611

ETL
Easier to Learn, Inc.
Garden City, NY 11550
(Levels: Starter, Medium, Harders and Completers
Glass Analysis for Decoding Only)

Eyegate Media, Inc.
3333 Elston Avenue
Chicago, IL 60618
Jamaica, NY
800-621-8086
Belmont, CA 94002
415-592-7810

Field Educational Publications, Inc.
Palo Alto, CA; Addison, IL; Atlanta, GA; Dallas, TX;
Ocean, NJ; Portland, OR

Follett Publishing Company
Department DM
1010 W. Washington Blvd.
Chicago, IL 60611
800-621-4149

Fontbonne College
Wydown and Big Bend Blvds.
St. Louis, MO 63105

Gallaudet College
7th and Florida Avenue N.E.
Washington, DC 20002

Project Life
Pal Filmstrips
1 River Road
Schenectady, NY 12345

Globe Book Company
50 West 23rd Street
New York, NY 10010

Gould, Inc.
Educational Systems Division
4423 Arden Drive
El Monte, CA 91731

Guidance Associates, Inc.
2501 Industrial Parkway West
Hayward, CA 94545
800-227-2375

Harcourt Brace Jovanovich, Inc.
1372 Peachtree Street, NE
Atlanta, GA 30367

Incentive Publications
2400 Crestmoor Road
Nashville, TN 37215

Innovative Science, Inc.
300 Broad Street
Stanford, CT 06901
(Think Reading and Language Program)

Instructor/McGraw-Hill
Paoli, Pennsylvania 19301

Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545
800-227-2375

Jefferson County Public Schools
4409 Preston Highway
Louisville, KY 40213
(Curriculum guides)

JUDY
The Judy Company
310 N. Second Street
Minneapolis, MN 55401

Kaplan Press
600 Jonestown Road
Winston-Salem, NC 27103

Kenworthy Educational Service, Inc.
138 Allen Street
P.O. Box 60
Buffalo, NY 14205-0060

Learning Arts
P.O. Box 179
Wichita, KS 67201

Learning Tree
P.O. Box 4116
Englewood, CO 80155

McGraw-Hill
Paoli, Pennsylvania 19301

Melton Peninsula, Inc.
1949 Stemmons Freeway
Dallas, TX 75000

Charles E. Merrill Publishing Company
Bell and Howell
1300 Alum Creek Drive
Columbus, OH 44000

Milliken Publishing Co.
1100 Research Blvd.
St. Louis, MO 63132

Milton Bradley Company
Springfield, MA 01101

Mini Tests
Educational Solutions, Inc.
80 Fifth Avenue
New York, NY 10011

Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136

Open Court Publishing Co.
P.O. Box 599
LaSalle, IL 61301
800-435-6850

A. N. Palmer Co.
1720 W. Irving Park Road
Schaumburg, IL 60193

Pendulum Press, Inc.
The Academic Guilding
Saw Mill Road
West Haven, CT 06516

Prentice-Hall Media
Servcode BA
150 White Plains Road
Tarrytown, NY 10591

Project Life
(See General Electric Co.)

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680
312-673-9100

Random House School Division
2970 Brandywine Road
Atlanta, GA 30341
800-241-9489

Reader's Digest Services, Inc.
Educational Division
Pleasantville, NY 10570

Saint Joseph Institute for the Deaf
1483 82nd Boulevard
University City, MO 63032

Frank Schaffer Publications
26616 Indian Peak Road
Department 38
Rancho Palos Verdes, CA 90274

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Scott, Foresman & Company
1900 East Lake Avenue
Glenview, IL 60025

SIMS Reading and Language Program
Minneapolis Public Schools
Minneapolis, MN 55000

SRA (See Science Research Associates, Inc.)

Steck-Vaughn Company
807 Brazos
P.O. Box 2028
Austin, TX 78768

Project STILE
(Strategies to Increase Learning Efficiencies)
Lawrence High School
Lawrence, KS 66044

Sunburst
38 Washington Avenue
Pleasantville, NY 10570

SVE Basic Skill Boosters
Society for Visual Education, Inc.
13245 Diversy Parkway
Chicago, IL 60414

Taskmaster
Division of Instructional Fair, Inc.
Box 1615
Grand Rapids, MI 49501

Teaching Resources
50 Pond Park Road
Hingham, MA 02043

Charles C. Thomas Publishing Co.
2600 S. First Street
Springfield, IL 62077
217-789-8980

Trend Enterprises, Inc.
P.O. Box 47073
St. Paul, MN 55164

Troll
320 Rt. 27
Mahwah, NJ 07430

Walt Disney Educational Media
500 S. Buena Vista Street
Burbank, CA 91521
800-423-2555

Weekly Reader Skills Books
1250 Fairwood Avenue
P.O. Box 16618
Columbus, OH 43216

Wilson Educational Media
Division of H. Wilson Corporation
555 W. Taft Drive
South Holland, IL 60473

Xerox Educational Publications
1250 Fairwood Avenue
P.O. Box 444
Columbus, OH 43216

APPENDIX 42--USING BRAILLE

BRAILLE

1. Alphabet letter and upper whole-word signs

letter	dots	upper whole-word signs (Initial Signs)
a	1	
b	1, 2	but
c	1, 4	can
d	1, 4, 5	do
e	1, 5	every
f	1, 2, 4	from
g	1, 2, 4, 5	go
h	1, 2, 5	have
i	2, 4	(pronoun I is preceded by capital dot)
j	2, 4, 5	just
k	1, 3	knowledge
l	1, 2, 3	like
m	1, 3, 4	more
n	1, 3, 4, 5	not
o	1, 3, 5	
p	1, 2, 3, 4	people
q	1, 2, 3, 4, 5	quite
r	1, 2, 3, 5	rather
s	2, 3, 5	so
t	2, 3, 4, 5	that
u	1, 3, 6	us
v	1, 2, 3, 6	very
w	2, 4, 5, 6	will
x	1, 3, 4, 6	it
y	1, 3, 4, 5, 6	you
z	1, 3, 5, 6	as
	1, 6	child
	1, 2, 5, 6	out

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2.

dots	upper whole-word signs
1, 4, 6	shall
3, 4	still
1, 4, 5, 6	this
1, 5, 6	which

3.

dots	one-cell upper whole and part word signs
1, 2, 3, 4, 6	and
1, 2, 3, 4, 5, 6	for
1, 2, 3	of
2, 3, 4, 6	the
2, 3, 4, 5, 6	with

4. Part word upper-cell signs

ar-	dots 3, 4, 5	and (See Item 14 for dot numbers)
ble-	dots 3, 4, 5, 6	for
ch-	dots 1, 6	of
ed-	dots 1, 2, 4, 6	the
er-	dots 1, 2, 4, 5, 6	with
gh-	dots 1, 2, 6	
ing-	dots 3, 4, 6	
ou-	dots 1, 2, 5, 6	
sw-	dots 2, 4, 6	
sh-	dots 1, 4, 6	
st-	dots 3, 6	
th-	dots 1, 4, 5, 6	
wh-	dots 1, 5, 6	

Rules for use of part word upper-cell signs

These part-word signs may be used as initial, medial, or final contractions. They may be used anywhere within a word as long as they do not violate any of the general rules of braille contractions.

Signs for ing and ble are not to be used at the beginning of words. They must be preceded by at least one other letter or character.

With few exceptions, braille contractions may overlap syllable divisions.

Exceptions:

Braille contractions may not be used to cross the well-defined syllable division between a prefix or suffix and the root word, e.g., ed sign is not used in predict.

Contractions may not be used to cross the well-defined division between parts of compound words, e.g., ed may not be used in firedrill.

Any contraction may not be used to cross a well-defined syllable when its use may confuse the reader.

A diphthong, digraph, or trigraph may not be divided by the use of a contraction.

If an equal amount of space is saved, contractions for and, for, of, the and with take precedence over all others.

Note: The and sign may be used freely. There are very few cases in which it may not cross syllable divisions.

5. Lower whole-word signs
preceded by dots 1, 2, 3, 4, 5, 6

be-	dots 2, 3
enough-	dots 2, 6
to-	dots 2, 3, 5
were-	dots 2, 3, 5, 6
his-	dots 2, 3, 6
in-	dots 3, 5
by, was-	dots 3, 5, 6
into-	dots 3, 5--dots 2, 3, 5

Rules for lower whole-word signs

Use any number of lower whole-word signs in sequence within a sentence as long as there are spaces preceding and following each lower word sign.

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The lower whole word sign may not be used when the word is immediately preceded or followed by a punctuation mark that is also a lower-cell sign. The word must be written out and all appropriate contractions may be used. (The capital dot is not considered a punctuation mark.) The lower word sign may be used following a capital dot.

The lower sign may not be used with either the apostrophe or the hyphen.

6. One-cell lower part word signs
preceded by dots 1, 2, 3, 4, 5, 6

be, bb-	dots 2, 3
con, cc-	dots 2, 5
com-	dots 3, 6
dis, dd-	dots 2, 5, 6
ea-	dot 2
en-	dots 3, 6
ff-	dots 2, 3, 5
gg-	dots 2, 3, 5, 6
in-	dots 3, 5

Rules for lower-part word signs

These contractions are governed by the general rules of braille contractions.

Any number of lower signs may follow each other with no intervening space so long as one of them is in direct contact with a braille character containing either or both dots 1 and 4. As part-word signs, two or more of these signs may follow each other in sequence.

7. Short form words a-b

about-	(abv)	
above-	(ab)	
according-	(ac)	
across	(acr)	
after-	(af)	
afternoon	(afn)	
afterward-	(afw)	
again-	(ag)	
against	(agst)	
almost	(alm)	
already-	(alr)	
also	(al)	
although	(alth)	
altogether	(alt)	
always-	(alw)	
because	(lower case be)	(bec)
behind	(lower case be)	(beh)
before-	(lower case be)	(bef)
below-	(lower case be)	(bel)
beneath-	(lower case be)	(ben)
beside-	(lower case be)	(bes)
between	(lower case be)	(bet)
beyond	(lower case be)	(bey)
blind	(bl)	
braille	(brl)	

8. Short form words c-i

children-	(chn)
conceive	(concv)
conceiving	(concvg)
could	(cd)
deceiving-	(dcvg)
declare-	(dcl)
declaring	(dclg)
either-	ei
first-	(fst)
friend-	(fr)
good-	(gd)
great-	(grt)
herself	(herf)
him-	(hm)
himself-	(hmf)
immediate-	(imm)
its-	(its)
itself	(itf)

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9. Short form words l-s

letter-	(lr)	necessary-	(nec)
little-	(ll)	neither-	(nei)
much-	(mch)	o'clock-	(o'c)
must-	(mst)	oneself	(onef)
myself-	(myf)	ourselves-	(ourvs)
paid-	(pd)	receive-	(rcv)
perceive-	(percv)	receiving-	(rcvg)
perceiving	(percvg)	rejoice-	(rjc)
perhaps	(perh)	rejoicing-	(rjcg)
quick-	(qk)	said-	(sd)
		should-	(shd)
		such-	(sch)

10. Short form words t-y

themselves-	(themvs)
thyself-	(thyf)
today-	(td)
together-	(tgr)
tomorrow-	(tm)
tonight-	(tn)
would-	(wd)
your-	(yr)
yourself-	(yrf)
yourselves-	(yrvs)

Rules for use of whole and part-word signs.

A contraction designated as both a whole- and a part-word sign may be used to represent a complete word or as part of a word. It stands for the same group or letter when used in either position.

a. When two or more of the whole word signs and, for, of, and with follow in sequence, they should be written with no intervening space between them.

   Exceptions: When a punctuation mark or composition sign falls between them
   When there is a pause between them due to a break in thought

b. An initial sign may be used in any position within a word as long as it retains its original sound and position in the same syllable.

   Exceptions: use the initial sign for can in candy
   do not use the initial sign for child in children

c. When a choice must be made, use the contraction which more nearly indicates pronunciation.

11. Dot 5 two-cell whole word
Each word is preceded by dot 5.

word	dots
day	1, 4, 5
ever	1, 5
father	1, 2, 4
here	1, 2, 5
know	1, 3
lord	1, 2, 3
mother	1, 3, 4
name	1, 3, 4, 5
one	1, 3, 5
part	1, 2, 3, 4
questions	1, 2, 3, 4, 5
right	1, 2, 3, 5
some	2, 3, 4
time	2, 3, 4, 5
under	1, 3, 6
work	2, 4, 5, 6
young	1, 3, 4, 5, 6
character	1, 6
ought	1, 3, 5, 6
there	2, 3, 4, 6
through	1, 4, 5, 6
where	1, 5, 6

12. Dots 4, 5 two cell whole words
Each word is preceded by dots 4, 5.

word	dots
these	2, 3, 4, 6
those	1, 4, 5, 6
upon	1, 3, 6
word	2, 4, 5, 6
whose	1, 5, 6

13. Dots 4, 5, 6 two cell whole words
Each word is preceded by dots 4, 5, 6.

word	dots
cannot	1, 4
had	1, 2, 5
many	1, 3, 4
spirit	2, 3, 4
world	2, 4, 5, 6
their	2, 3, 4, 6

14. Two-cell final letter signs
preceded by dots 4, 6

ound-	dots 1, 4, 5
ance-	dots 1, 5
sion-	dots 1, 3, 4, 5
less-	dots 2, 3, 4
ount-	dots 2, 3, 4, 5

15. Preceded for dots 5, 6

ence	dots 1, 5
ong	dots 1, 2, 4, 5
ful	dots 1, 2, 3
tion	dots 1, 3, 4, 5
ness	dots 2, 3, 4
ment	dots 2, 3, 4, 5
ity	dots 1, 3, 4, 5, 6

16. Preceded by dot 6

ation	dots 1, 3, 4, 5
ally	dots 1, 3, 4, 5, 6

Rules for two-cell final letter signs. These signs may never stand alone as whole words; they may never be used at the very beginning of a word. As long as they are preceded by at least one letter or character they may be used anywhere within a word. All general rules of braille contractions apply to this group.

17. Punctuation Signs

capital sign--dot 6 precedes the letter to be capitalized
double capital--dot 6; dot 6--used to indicate that all the letters are capitalized

period--dots 2, 5, 6
question mark--dots 2, 3, 6
exclamation mark--2, 3, 5

comma--dot 2
apostrophe--dot 3

colon--dots 2, 5
semi-colon--dots 2, 3

dash--dots 3, 6; 3, 6--no space is left before or after the dash
hyphen--dots 3, 6

quotation marks--dots 2, 3, 6
outer and inner quotation marks--dot 6, dots 2, 3, 6; dot 6, dots 2, 3, 6

parentheses--dots 2, 3, 5, 6; 2, 3, 5, 6
brackets--dot 6, dots 2, 3, 5, 6; dot 6, dots 2, 3, 5, 6

letter sign--dots 5, 6--immediately precedes any character which needs to be identified as a letter.

italics - dots 4, 6--precedes any letter, number or word to be italicized
double italics - dots 3, 5; 3, 5--a space is left before and after the asterisk

accent--dot 4
bar--dots 3, 4

18. number sign - dots 3, 4, 5, 6--immediately precedes all numbers. The number sign remains in effect until an intervening space or dash is crossed.

19. numbers 1-10
Preceded by dots 3, 4, 5, 6

1-	dot 1	8-	dots 1, 2, 5
2-	dots 1, 2	9-	dots 2, 4
3-	dots 1, 4	10-	dot 1, dots 2, 4, 5
4-	dots 1, 4, 5		
5-	dots 1, 5		
6-	dots 1, 2, 4		
7-	dots 1, 2, 4, 5		

APPENDIX 43--BRAILLE MATERIALS

Tactual Books - APH

Touch and Tell Books 1, 2, 3. Available from the American Printing House for the Blind. (APH)

Adventures for Readers, Book one. Grade 2. Braille Institute of America.

Tactual Road to Reading Series. APH

Titles: The Little Lost Bell.
Jimmy Grasshopper's Friends.
The Little Dog.
The Big Dog.
The Little Bird.
The Little Kitten.
The Little Bunny.
The Seesaw.
The Swing.
The Slide.
The Jungle Gym.
The Spring Book.
The Winter Book.
The Fall Book.
Thumpy Bear.

Expectations 1981. Grades 3-6. Braille Institute of America.

Expectations 1982. Grades 3-6. Braille Institute of America.

Patterns Series. APH.

Titles: Preprimer I Work and Play
Preprimer II Little and Big
Preprimer III Words and Games

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City and Farm
The Bears' Christmas - Berenstain, 1970
A Big Ball of String - Holland M., 1958
The Big Jump - Elkin, B. 1958
The Cat in the Hat - Dr. Seuss (pseud), 1957
The Cat in the Hat Comes Back - Dr. Seuss, 1958
Curious George - Rey, H. Houghton, 1941
Georgie and the Nosy Ghost - Bright, R., 1971
Binky Brothers Detectives - Lawrence, J., 1968
Encyclopedia Brown Solves Them All - Sobol, D. 1966
McBroom Tells The Truth - Fleischman, S., 1966
Mel Li - Handforth, T., 1938
Misty of Chincoteague - Henry, M., 1947
The Very Little Boy - Krasilovsky, 1953
Walter the Lazy Mouse - Flack, M., 1963

Discovery Books Series. Garrard Press, 1960 - APH

Abraham Lincoln; For the People - Colver, A.
Clara Barton; Soldier of Mercy - Rose, M.
Daniel Boone; Taming the Wilds - Wilkie, K.
George Washington Carver; Negro Scientist - Epstein and Epstein
Theodore Roosevelt; Man of Action - Beach, J.
Wyatt Earp; U.S. Marshall - Holbrook, S., 1965
Meet George Washington - Heilbroner, J., 1964
Meet John F. Kennedy - White, N., 1965
The American Revolution, 1760-1783 - Blivens, B.
John F. Kennedy and PT-109 - Treguskis, R., 1962
Who, When, Where Books - Merrill, 1965

Sources:

American Printing House for the Blind (APH)
P.O. Box 6085
Louisville, KY 40206

Braille Institute of America, Inc.
741 North Vermont Ave.
Los Angeles, California 90029

Programmed Instuction in Braille
Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburg, Pennsylvania 15204

RESOURCES

Books

Alphabet Wookbook, The. Palos Verdes, CA: Frank Schaffer Pubs., n.d.

Auslin, Myra. Hold Your Horses. Beaverton, OR: Dormac, n.d.

_____. Raining Cats and Dogs. Dormac, n.d.

Boning, Richard A. Specific Skill Reading Series. Levels 1-4. Baldwin, NY: Barnell-Loft Publishing Co., 1976.
Partial Contents: Getting the Main Idea.
Conclusions.
Inferences.
Following Directions.

_____. Supportive Reading Skills. Grades 9-12. New York: Dexter and Westbrook, n.d.

Carus, Marianne, et al. Headway Program: Basic Reading and Language Skills. Grades K-6. LaSalle, IL: Open Court Publishing Co., 1979.

Childcraft--The How and Why Library. Vol. 1. Chicago: World Book--Childcraft International, Inc., 1980.

Corrective Reading Series. Parts I and II. Chicago: Science Research Associates, n.d.
Contents: Part I--Decoding, Books A, B, C.
Part II--Comprehension, Books A, B, C.

Corrective Spelling Through Morphographs. Chicago: Science Research Associates, n.d.

Crocker and Prat. New Language Stories and Drills. Brattleboro, VT: Vermont Printing Co.

Dale, E., et al. Techniques of Teaching Vocabulary. Reading, MA: Benjamin-Cummings Publishing Co., 1971.

Dedrick, Suzanne, and Lattyak, James. Many Meanings. Beaverton, OR: Dormac, n.d. (workbook)

Engelmann, Siegfried, and Osborn, Jean. Distar Reading Series. Levels I-III. Chicago: Science Research Associates, 1983.

Fitzgerald, Edith. Straight Language for the Deaf. Washington, DC: Alexander Graham Bell Association for the Deaf, 1949.

Grizzard, Mabel, and McDonald, Annie. Language Exercises. Austin, TX: Steck-Vaughn Co., 1978.

Hill, Randall. Superstars Series. Grades 7-12. Austin, TX: Steck-Vaughn Co., n.d.

Jefferson County Public Schools. Specific Expectations in Reading (SER). Louisville, KY: Jefferson County Board of Education, 1979.

_____. Learning Difficulties: Reading--Level I. Louisville, KY: Jefferson County Board of Education, 1973.

_____. Learning Difficulties: Reading--Level II. Louisville, KY: Jefferson County Board of Education, 1974.

_____. Learning Difficulties: Reading--Level VI. Louisville, KY: Jefferson County Board of Education, 1976.

_____. Language Arts/Reading Skills Continuum K-12. Louisville, KY: Jefferson County Board of Education, 1983.

_____. Learning Difficulties: Reading. Level VIII. Louisville, KY: Jefferson County Board of Education.

_____. Reading Curriculum for Hearing Impaired Students. Louisville, KY: Jefferson County Board of Education, 1980.

_____. EIP Reading Skills--Packet 15: Figurative Language. Louisville, KY: Jefferson County Board of Education, 1980.

Kentucky State Police Driver's Manual. Frankfort, KY: Kentucky Department of Public Safety, Bureau of License Examining. (Available from Police License Examining Station, Bowman Field)

Keys to Reading Series. Levels 1-14. Indianapolis, IN: Economy Company, 1980.

Keytext Series. Levels 1-14. Indianapolis, IN: Economy Company, 1978.

Krane, Louis. Phonics Is Fun. Grades 1-3. Cleveland, OH: Modern Curriculum Press, 1978.

Krone, Max T., et al. Music Round the Town. Chicago: Follett Publishing Co., 1963.

McCarr, Dorothy. Building Sentences Step by Step. Beaverton, OR: Dormac, Inc., 1975.

_____. My Words. Beaverton, OR: Dormac, n.d. (workbooks)

Newspapers in the Classroom. Louisville, KY: Courier Journal and Louisville Times Newspapers, n.d.

Pedestrian Safety Guide K-6. Frankfort, KY: Division of Program Development, State Department of Education, n.d.

Phonics. Word Recognition Program. Books 2 and 3. Baldwin, NY: Barnell-Loft, n.d.

Phonics. Books 7-9. Palos Verdes, CA: Frank Schaffer Pubs., n.d.

Platts, Mary E., et al. Spice: Suggested Activities to Motivate the Teaching of the Language Arts. Benton Harbor, MI: Educational Service, Inc., 1960.

Reading Success Series. Weekly Reader Skills Books. Scores 1-6. Columbus, OH: Xerox Education Publications, 1969.

Robinson, Helen M., et al. More Power. Open Highway Series. Grade 2. Glenview, IL: Scott, Foresman and Co., 1971.

Roderman, Winifred. Reading and Following Directions. Hayward, CA: Janus Book Pubs., 1978.

Rush, Mary L. Language of Directions: A Programmed Workbook. Washington, DC: Alexander G. Bell Association for the Deaf, 1977.

Schmerler Instructional Sequence. St. Paul, MN: EMC Corp., n.d.

START Series. St. Paul, MN: EMC Corp., n.d.

Sign Language: A Survival Vocabulary Series. Haywood, CA: Janus Book Pubs., n.d.

Spelling Mastery Series. Level C. Chicago: Science Research Associates, n.d.

Steere, Amey, et al. Solving Language Difficulties. Cambridge, MA: Educators' Publishing Service, 1971.

Survival Vocabulary Series. Haywood, CA: Janus Book Pubs, n.d.

The Work Series. Sewickley, PA: Hopewell Books, Inc., 1977.

Think Language Program. Stanford, CT: Innovative Science, Inc., n.d.

Visual Discrimination. Instructo, n.d. (Duplicating Book)

Wagner, Guy, et al. Listening Games: Building Listening Skills with Instructional Games. Riverside, NJ: Macmillan Publishing Co., 1972.

Wolff, Sydney, and Wolff, Carol. Games Without Words: Activities for Thinking Teachers and Thinking Children. Springfield, IL: Charles C. Thomas, 1977.

Cards

All About Me. DLM.

Context Clues. Frank Schaffer.

Compound Words. Flash Cards. Kenworthy Educational Materials.

Homonym, Synonym, Antonym Poster Cards. Milton Bradley.

Prefixes and Suffixes. Flash Cards. Kenworthy.

Punctuation and Possessives. Taskmaster, Inc., Division of Instructional Fair, Inc. (wipe-off cards)

Synonym, Antonym, and Homonym Cards. DLM.

This Is Me. DLM.

What's Inside: Language Activity Cards. DLM.

Word Searches: Synonyms, Antonyms, Homonyms. Educational Insights.

Duplicating Masters

Cartoon Comprehension. Levels 2-8. Palos Verdes, CA: Frank Schaffer.

Language Context Clues and Cloze Context Clues. Palos Verdes, CA: Frank Schaffer.

Main Idea. Frank Schaffer.

Phonics. Frank Schaffer.

Story Sequencing. Palos Verdes, CA: Frank Schaffer.

Verbs, Verbs, Verbs. Beaverton, OR: Dormac.

Games/Equipment

Alphabet Activities. Frank Schaffer.

Alphabet Bingo. Trend.

Alphabet Templates. DLM.

Attribute Games. American Guidance Service, Inc.

Bead Pattern Cards. DLM.

Beads and Blocks. Developmental Learning Materials.

Color and Shape Memory Game. DLM.

Concentration Game. Milton Bradley.

Contraction Boards. DLM.

Functional Signs. DLM.

Game: Traffic Sign Bingo. DLM.

Identifying Familiar Sounds. Educational Insights.

Multivarient Sequencing Beads. DLM.

Phonics We Use. Rand McNally

Prefix Puzzles. DLM.

S.T.A.R.T. EMC Corp.

Schmerler Instructional Sequence. EMC Corp.

Sequees Puzzles. Judy.

Sound, Picture, Words. DLM.

Suffix Puzzles. DLM.

Survival Signs. DLM.

Traffic Sign Bingo. DLM.

Traffic Signs. Milton Bradley.

Visual Discrimination Cards. DLM.

Visual Matching-Memory and Sequencing Exercises. DLM.

Vocabulary Quizmo. Milton Bradley.

What, When and How of Teaching Language to Deaf Children, The. St. Louis, MO: Fontbonne College, n.d.

Word Picture Dominoes. DLM.

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Kits

Alpha. English II. Madisonville, KY: Hopkins County Board of Education, 1982.

Community Sign Reading. Edmark Reading Program. Bellevue, WA: Edmark Corp.

Comprehension Skills Laboratory Kits. Levels A-H. Santa Monica, CA: BFA Educational Media.

Distar Language. Levels I-III. Chicago: Science Research Associates, 1977.

Dunn, Lloyd M., and Smith, James O. Peabody Language Development Kits. Levels P-3. American Guidance Service, Inc., 1966.

Frostig, Marianne. Frostig Program Revised. Cleveland, OH: Modern Curriculum Press.

Glass, Gerald, and Glass, Esther. Glass Analysis for Decoding Only. 4 Levels. New York: ETL, 1978.

Harris, Theodore, et al. Keytext Reading Program. Levels 1-14. Oklahoma City, OK: Economy Co., 1978.

Hoffman (Gould) Comprehension Instructional Kit. Duarte, CA: Hoffman Educational Systems. (SER materials)

Hoffman (Gould) Decoding Instructional Kit. Duarte, CA: Hoffman Educational Systems. (SER materials)

Miller, Lois K. Reading--Step by Step. Grades 1-6. Elizabeth, PA: Continental Press, 1974.

Multiple Meanings. Beaverton, OR: Dormac.

Phonics We Use. Levels A-C. Chicago: Rand-McNalley.

Phonics. Kits 2 and 3. Minneapolis, MN: Barnell-Loft.

Reading Comprehension Kit: Getting the Main Idea. Carson, CA: Educational Insights.
Contents: Finding the Sequence.
Finding Cause and Effect.
Making Inferences.
Drawing Conclusions and Predicting Outcomes.

Rogan, Laura Lehtinen, et al. Cove School Reading Program. Allen, TX: Developmental Learning Materials (DLM).
Partial Contents: Short Vowels, Long Vowels.
Consonants.
Blends and Digraphs.

SIMS Reading and Language Program. Minneapolis, MN: Minneapolis Public Schools, n.d.

Reading and Writing--SAIL (Skills to Achieve Independent Living). Skills 3-7. Dallas, TX: Melton Peninsula, Inc.

See It, Say It, Use It. University City, MO: St. Joseph Institute for the Deaf.

Sight Word Lab. Allen, TX: DLM.

Skill Builders. Pleasantville, NY: Reader's Digest.

Other Materials

Dolch Basic Sight Word Lists. Westport, CT: Garrard Publishing Co.

Learning to Listen. Carson, CA: Educational Insights.

Many Meanings. Beaverton, OR: Dormac.

Peabody Rebus Reading Program. Circle Pines, MN: American Guidance Service, 1969.

Practice Pads. Pleasantville, NY: Reader's Digest.

Sight Word Lab. Allen, TX: DLM.

Sight Word Memory Match. Sight Word Lab. Allen, TX: DLM.

Skills Builders. Pleasantville, NY: Reader's Digest Services, Inc.

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Tapes

Familiar Sounds. Auditory Discrimination Tapes. DLM.

CITIZEN'S REQUEST FOR REVIEW AND REEVALUATION OF INSTRUCTIONAL MATERIALS

The Jefferson County Board of Education endeavors to meet the needs of all its students by providing on all levels a wide range of instructional materials having diversity of appeal and different points of view. With respect to instructional materials, the Board supports the principles of intellectual freedom inherent in the First Amendment to the *Constitution of the United States* and in the *Library Bill of Rights and the Students' Right to Read* of the National Council of the Teachers of English.

The Board also recognizes that, despite the quality of instructional materials or the credibility of the process used for selecting instructional materials, occasional objections will arise. Therefore, in order to facilitate the resolution of any concerns related to instructional materials, the Board provides the following procedure for review and reevaluation.

Level I—Initial Concern

1. A person having a complaint related to instructional materials states the complaint to a local school principal or unit head or a designee.
2. The school official to whom the complaint is stated schedules a conference with the complainant to discuss the instructional materials.
3. The complainant and the school official discuss the instructional materials during the scheduled conference.
4. Within five (5) business days following the conference, the school official provides the complainant a written decision concerning the complaint.

Level II—Written Request for Review and Reevaluation

1. If a complainant is not satisfied with the school official's decision at Level I, the school official will assist the complainant in filing, with the Superintendent, a written request for review and reevaluation of the instructional materials.
2. The Superintendent accepts the written request for review and reevaluation of instructional materials with the purpose of rendering a decision concerning the complaint. (When appropriate, the Superintendent forwards the request to the Reconsideration Committee.)
3. When requested by the Superintendent, the Reconsideration Committee meets for purpose of formulating a recommendation to the Superintendent concerning the instructional materials.
4. Within twenty-five (25) business days of receiving the written request for review and reevaluation of the instructional materials, the Superintendent notifies, in writing, the complainant concerning disposition of the complaint.

Level III—Appeal

1. In the event the complainant is not satisfied with the Superintendent's decision regarding the instructional materials, the complainant may file with the Jefferson County Board of Education written request for the review of the complaint.
2. Within forty-five (45) business days of receiving the request the Board will notify the complainant of its decision.

Note: The Board considers appeals requesting the view of decisions related to the use of instructional materials to be serious matters. Therefore, person requesting such reviews are advised to present carefully documented, factual information substantiating their claims.

Only upon recommendation of the Superintendent shall access to challenged instructional materials be restricted during the reconsideration process.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

School _____

Please check type of material:

( ) Book
( ) Periodical
( ) Pamphlet
( ) Film
( ) Filmstrip
( ) Cassette
( ) Record
( ) Kit
( ) Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence, et cetera.)

_____

_____

_____

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2. What do you believe is the theme or purpose of this material?

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_____

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

489 Signature of Complainant Date

Please return completed form to the school principal.

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